

**IMPROVING STUDENTS' WRITING ABILITY BY USING
COLLABORATIVE WRITING AT SMP NEGERI 2 GODEAN**

A Thesis

Submitted as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



by

Zuraida

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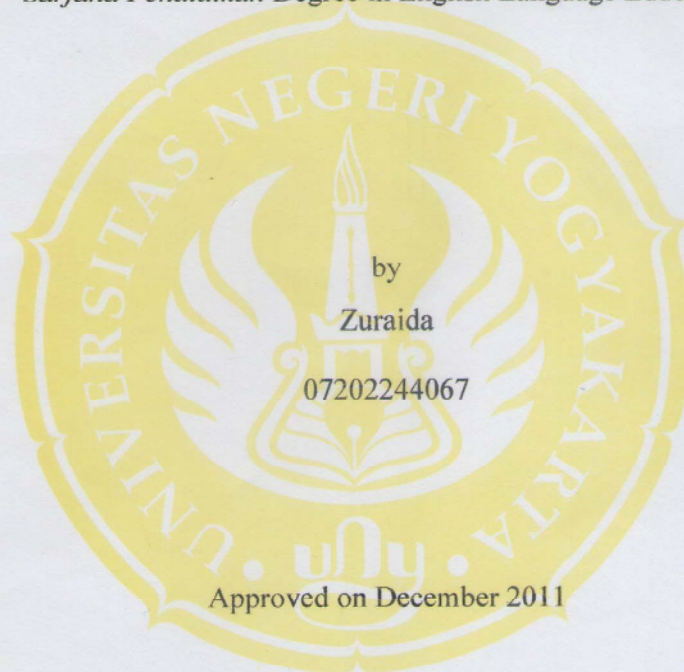
**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
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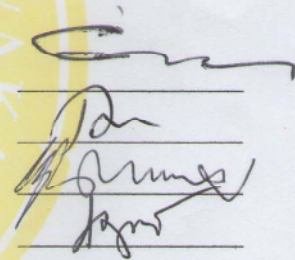
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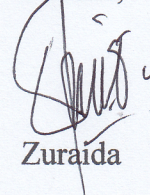
Judul Skripsi: Improving Students' Writing Ability by Using Collaborative Writing at SMP Negeri 2 Godean

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab penulis.

Yogyakarta, Desember 2011

Penulis,



Zuraida

DEDICATIONS

To the five most important people in my life:

Bapak, Ibu
my sisters, Zadifa and Zamzami
my little brother, Muhammad Zen.

MOTTOS

Money cannot buy happiness but somehow, it's more comfortable to cry in a Mercedes Benz than it is on a bicycle. (Anonymous)

Don't ever let somebody tell you, you can't do something.
(Will Smith)

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IMPROVING STUDENTS' WRITING ABILITY BY USING COLLABORATIVE WRITING AT SMP NEGERI 2 GODEAN

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ABSTRACT

The aim of this research was to improve students' writing ability by using collaborative writing at SMP Negeri 2 Godean. In the step of reconnaissance, the researcher interviewed the English teacher and the students of Class VIIC of SMP Negeri 2 Godean to find the information about the problems in the process of English teaching and learning. Then, she observed the English teaching and learning process in the classroom. From the observation and interviews conducted, the researcher identified the existing problems. The identified problems listed were categorized into three levels: urgency, difficulty, and feasibility. Based on those three levels, the problems which would be solved in this research were that students were not interested in doing the writing task and that they had difficulties in generating ideas.

This research was done in two cycles. The data were obtained by observing the teaching and learning process during the implementations, interviewing the students and the English teacher, and giving writing tests. The instruments for collecting data were interview guidelines, observation checklists, and writing tests. The data were in the forms of field notes, interview transcripts, photographs, and students' writing scores. The validity of the data was obtained by applying democratic, process, outcome, and dialogic validity. To get the trustworthiness, the researcher used a triangulation technique. It was done by gathering data from different points of view, such as the students and the teacher.

The result of the research showed that collaborative writing made the students more interested to do the writing tasks because they worked with their friends. Collaborative writing also helped students in generating ideas because every member of the group gave an idea that made their group have various ideas. This success of implementing collaborative writing was accompanied by implementing an inter-group competition and maximizing the bonding process. Then, based on the quantitative data obtained in this research, the researcher found that there was an improvement on the students' writing score. The result of the research showed that the students' mean score increased from time to time.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing ability is one of language skills that is important for students because it has many functions for them. The main function of writing is as a means of communication. Students can communicate with their friends in written language, for example, by using an email or a short message. Then, writing also functions as a means of expression. Students may express their ideas, thoughts, and feelings by writing poems or short stories. Moreover, writing functions in the students' English learning. By writing, students practice their knowledge of English they already learn. It is because when the students write, they need the whole mastery of English, such as vocabulary, grammar, punctuation, capitalization, spelling, and the paragraph development.

With regard to the importance of writing to the students, it is necessary for them to master the writing skill. However, based on the observation in Class VIIC of SMP Negeri 2 Godean, the researcher found that the students' writing ability did not meet the ideal condition of English teaching and learning in Junior High Schools. According to the School-Based Curriculum (2006), the students of Junior High Schools should be able to communicate well both in spoken and written forms. On the contrary, most students of Class VII C of SMP Negeri 2 Godean had low writing ability. It could be seen from their writing products.

Apparently they had problems in terms of content, grammar, mechanics, and style and quality of expression.

In the aspect of content, students of Class VII C at SMP Negeri 2 Godean were not able to generate and develop their own ideas. Almost all students imitated the model text in their workbooks. For example, when the text in their workbooks was about a cat named Kitty, students described the same thing with a different name. They did not try to describe the other animals. As a result, the students' writing did not vary. It also reflected that students did not give adequate efforts to consider the topic carefully. Their writing seemed hurriedly written.

In the aspect of grammar, students often produced mistakes in terms of subject-verb agreement and pronouns. Most students made mistakes in differentiating singular and plural subjects. The example is 'He like to hop all over the place'. The underlined phrase points out the student's grammatical mistake. Meanwhile, in the use of pronouns, students could not differentiate between subject, object, and possessive pronouns. The example is '*I have a friend, she name is Aini*'.

In addition, in terms of mechanics, students of Class VII C produced errors in capitalization, punctuation, and spelling. Most students were not aware that they did not use the capital letter after the full stop. They also did not use the capital letter in the title. Meanwhile, in the aspect of spelling, it seemed that students were influenced by the Indonesian writing-style. For instance, there was a student who wrote '*my prend*', instead of '*my friend*'. Indonesian teenagers usually slip the word *friend* into *prend* deliberately when they communicate with

their friends. Apparently this style influences them in writing the correct English word. Then, some of them still made mistakes in spelling English words although those words were often used in the English teaching and learning process. The example is ‘*My chicken have beatiful featcher.*’ The student wrote *beatiful featcher* instead of *beautiful feather*.

Meanwhile, in the aspect of style and quality of expression, students of Class VII C at SMP Negeri 2 Godean had limited vocabulary. It made students have difficulties in expressing the ideas. Then, although they knew English vocabulary, they were still unable to make a good English sentence. Their sentences were only translated literally from Indonesian language. Their writing also did not show their sentence variety.

Considering the conditions of the students’ writing ability and the importance of having a good writing ability, the researcher thinks that there should be an effort to improve it. One effort that can be used is by using collaborative writing. Collaboration in writing means more than putting students in pairs or groups in doing the activities. They work together with the other members of the group to reach the goal.

Thus, the researcher uses collaborative writing to improve the students’ writing ability in Class VII C of SMP Negeri 2 Godean. In this research, the researcher also applies the principles of classroom action research.

B. Identification of the Problem

To identify the problems in Class VII C of SMP Negeri 2 Godean, the researcher carried out a classroom observation and interviews. These were used to gain the information about the problems of the writing teaching and learning process in Class VII C of SMP Negeri 2 Godean. The situation of the writing class in VII C during the observation is illustrated in a vignette below.

Vignette: The Writing Teaching and Learning Process

Place : VII C of SMP Negeri 2 Godean

Date : Thursday, 10th February 2011

The class was begun at 13.45. Students were very noisy when the teacher came. Most of them were not ready to study the English lesson yet. They were still busy with themselves. In their desks, there was a Mathematics book because the previous subject was Mathematics.

The class was quiet when the English teacher opened the class. She greeted students and asked their condition. Then, she checked the students' attendance. There was only one student who was absent because of sickness. While the teacher was opening the class, students put the Mathematics book into their bag and prepared their English books.

The teacher asked the students about the purpose and the generic structure of a descriptive text. The whole class answered the questions. Their answer was correct. Then, the teacher wrote the generic structure of the descriptive text on the whiteboard without re-explaining the material of the previous meeting. The class was noisy again when the teacher distributed blank paper. They knew that they would be asked to write a descriptive text. After they were taught the descriptive text and given various examples of descriptive texts in the previous meetings, it was the time to apply their knowledge of the descriptive text in a written form.

Without being commanded by the teacher, the students opened their English book at page 47. On that page, there were three examples of the descriptive text. The texts were about descriptions of a person, an animal, and a place. These three texts were explained in the previous meeting. Students had to write one descriptive text. They might choose a person, an animal, or a place that would be described.

Students did not directly do the writing task. They preferred to talk to their friends. Some of them reread their notes about the descriptive text. Then, the teacher asked them to do the task. When the students worked, the teacher asked a permission to pray *dhuzur* for a minute. Before she left the classroom, she told the researcher that she allowed the researcher to walk around the class to see the students' process of writing. The researcher found that most students did not start working. They only sat down and did nothing. Although there were some students who directly did the writing task, their writing was not really good. There were many mistakes in the use of pronouns and grammar. They also did not use their own idea.

During the students' process of writing, the students often whispered calling their friends to ask English vocabulary. It seemed that they were afraid to make a noise. They seldom opened the dictionary because there were only a few students who brought it. They had to take turn to borrow the dictionary. Sometimes, they asked the researcher how to write an Indonesian sentence in English.

When the teacher came back to the class, she directly went around the classroom checking the students' work. She was angry when she found that students' writing was messy and illegible. Then, the teacher asked students to write neatly and put a line around the edge of the paper. She also announced that the students' writing was at least ten sentences. Knowing these, students were surprised. Then, they rewrote their work.

Some students finished their writing. They walked around the class to see the other students' works. For some students, it was annoying. However, sometimes, they helped their friends in translating. Then, the teacher asked them

to be back to their seats while she was correcting the students' mistakes. She also discussed the students' mistakes with the researcher. Sometimes, students laughed when they knew that their friends made mistakes. They used it for a joke.

The bell rang at 14.10. The teacher ended the class and asked the students to submit their work, but some students did not finish yet. It was because they often talked to and played with their classmates when they were writing. It made them not finish their task soon. Before the teacher left the classroom, she greeted the students and asked them to take a break and have lunch.

Based on the vignette above, it can be seen that there are some problems which exist in the writing class in VII C of SMP Negeri 2 Godean. These problems are related to the teacher, students, media, method, and time. There are twenty one problems which are found in the field and those are listed on Table 1 below.

Table 1: Problems in the Writing Teaching and Learning Process in Class VIIC of SMP Negeri 2 Godean

No	Problems	Codes
1	The teacher reviewed the material of the previous meeting in a very short time.	T
2	The teacher left the students for a long time while they were writing.	T
3	There was no evaluation at the end of the class.	T
4	When the teacher corrected the students' mistakes, she only focused on a particular student.	T
5	Students did not prepare the English book before the class was begun.	S
6	Students were not interested in doing the writing task.	S
7	The students' writing was too short.	S
8	There were only a few students who brought a dictionary.	S
9	Students often disturbed the other students to ask vocabulary.	S
10	Students played with their classmates when they were writing.	S
11	Students laughed when they knew that their friends made mistakes.	S
12	Students had difficulties in English grammar.	S
13	Students had difficulties in generating ideas.	S
14	Students had difficulties in developing ideas.	S
15	Students had difficulties in vocabulary.	S
16	Students were less motivated.	S
17	The whole time in the classroom was spent only to write.	Ti
18	Many students did not finish their writing until the end of the class.	Ti
19	The class was at 13.45 and the students did not have lunch.	Ti
20	The medium used in the teaching-learning process was a course book.	Med
21	There was only a production activity without a practice activity.	Meth

S: students T: teacher Med: media Meth: method Ti: time

After listing the problems found in the field, the researcher and the English teacher weighted the problems based on the level of seriousness. These problems were grouped into being very serious, medium and less serious. Very serious problems were problems which were not tolerable because they gave bad effects to the students. It meant that these problems could impede students when they wrote. Moreover, these problems caused students to be unable to produce a text. Then, problems which were grouped into being medium were those which gave obstacles to students when they wrote, but those were still tolerable. These problems had reasons to be accepted, although they caused difficulties to the students. Meanwhile, the less serious problems were those which did not really affect the students. In this step, problems which were on the medium level were taken to be weighted again later. Those problems were listed on Table 2 below.

Table 2: The Problems of the Medium Level of Seriousness in the Writing Teaching and Learning Process in Class VII C of SMP Negeri 2 Godean

No	Problems	Codes
1	The teacher reviewed the material of the previous meeting in a very short time.	T
2	When the teacher corrected the students' mistakes, she only focused on a particular student.	T
3	Students were not interested in doing the writing task.	S
4	The students' writing was too short.	S
5	Students had difficulties in generating ideas.	S
6	The medium used in the teaching-learning process was a course book.	Med

S: students T: teacher Med: media

After the researcher and the English teacher decided the six problems which were included in the medium level of seriousness, they weighted those

problems based on the level of urgency. They were grouped into the levels of being very urgent, urgent, and less urgent. Very urgent problems were important problems which had to be solved soon so that they did not give continuous bad effects to the students. Urgent problems were those which could be solved automatically after the very urgent problems were solved. Meanwhile the problems which did not have to be solved soon were categorized into less urgent problems. In this step, there were four very urgent problems which were selected. Those were listed on Table 3 below.

Table 3: The Very Urgent Problems in the Writing Teaching and Learning Process in Class VII C of SMP Negeri 2 Godean

No	Problems	Codes
1	The teacher reviewed the material of the previous meeting in a very short time.	T
2	When the teacher corrected the students' mistakes, she only focused on a particular student.	T
3	Students were not interested in doing the writing task.	S
4	Students had difficulties in generating ideas.	S

S: students T: teacher

After the researcher and the English teacher selected the very urgent problems, they discussed to select which problems that would be solved in this research based on the feasibility. There were two feasible problems which were formulated as follows.

1. Students were not interested in doing the writing task.
2. Students had difficulties in generating ideas.

To follow up the problems found in Class VII C of SMP Negeri 2 Godean, the researcher suggests an idea to overcome the problems by using

collaborative writing. It is expected that collaborative writing can improve the students' writing ability.

From the explanation above, it can be said that the process of identifying data in this research is valid because it is in line with the concept of democratic validity. It means that the researcher works collaboratively with the English teacher to weight the existing problems and find the solutions.

C. Delimitation of the Problem

With regard to the identification of the problem, it is impossible for the researcher to solve all problems which exist in Class VII C of SMP Negeri 2 Godean. So, this research is focused on improving the students' writing ability by using collaborative writing in Class VII C of SMP Negeri 2 Godean. It is because based on the preliminary observation and interviews with the English teacher and students, the researcher found that the students had low writing ability. They had problems in terms of content, grammar, mechanics, and style and quality of expression.

To overcome these problems, the researcher uses collaborative writing. By using collaborative writing, students may work together and share knowledge with their friends during the process of writing. Therefore, collaborative writing can help students to produce better writing.

D. Formulation of the Problem

Referring to the limitation of the problem, the researcher formulates the problem as follows:

How does collaborative writing improve the students' writing ability in Class VIIC of SMP Negeri 2 Godean?

E. Objective of the Research

In relation to the formulation of the problem above, the objective of the research is to explain how collaborative writing can improve the students' writing ability in Class VII C of SMP Negeri 2 Godean.

F. Significance of the Research

The results of the research are hopefully beneficial for:

1. the students of Class VII C at SMP Negeri 2 Godean who receive the information of the use of collaborative writing in improving their ability in writing,
2. the English teacher of Class VII C at SMP Negeri 2 Godean who receives the results of the research as an input which can be used to develop the writing processes to be more effective and efficient ones,
3. other researchers who can regard the results of the research as inputs and references,
4. anyone in the community who cares about improvements of education in English and especially those related to improvements in writing.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, the researcher discusses the theories related to the research. It is divided into two main parts. Those are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and research studies which are related to the study. Meanwhile, in the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Review

This sub-chapter is divided into discussion about writing, collaborative writing, and peer feedback. Each of them will be presented in the discussion below.

1. Writing

a. The Nature of Writing

According to Troyka in Rahardian (2003: 11), writing is a way of communicating a message to a reader for a purpose. Meanwhile, Spratt, Pulverness, and Williams (2005: 26) define writing as communicating a message (something to say) by making signs on a page. Those two definitions mention two important elements of writing, i.e. communicating and a message. Communicating is sharing information. It means that in the writing activity, it needs a communicator and a receiver to share the information. In this case, there

should be a writer and a reader. Meanwhile, a message is the content that is delivered in the written form.

Writing is also known as a productive skill, like speaking, because it involves producing language rather than receiving it (Spratt, Pulverness, and Williams, 2005: 26). However, although both speaking and writing are productive skills, in the process of producing language, they are different. Spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2004; Brown, 2001).

Furthermore, Richards and Renandya (2002: 303) state that writing is the most difficult skill because it is a complicated skill. It employs the process of thinking, drafting, and revising procedures that require specialized skills (Brown, 2001: 335). It needs the skills of organizing ideas, choosing the appropriate words, joining those words into a good sentence, and joining sentences into paragraphs. Moreover, to clarify meanings, a writer needs the knowledge of language such as vocabulary, grammar, punctuation, and so on because it is impossible to use gestures and facial expressions in writing.

In line with Brown, Oshima and Hogue (1997: 2) state that writing is a progressive activity and never a one-step action. It means that writing is a process that has several steps. When people write something down, they have to think about what they are going to write and how to say it. After they finish their writing, they have to reread what is written and correct the mistakes.

In conclusion, writing is one of the productive skills in English language which is the most difficult skill to be learned. It is because writing needs a long process and the mastery of English knowledge.

b. The Process of Writing

As mentioned earlier, writing is a progressive activity which employs a long process. Harmer (2004: 4) defines this process as the stages which a writer goes through in order to produce something in its final written form. He also proposes four main stages in writing; planning, drafting, editing (reflecting and revising), and final version.

Furthermore, Spratt, Pulverness, and Williams (2005: 27) propose different stages in the process of writing. There are seven stages. The first one is brainstorming in which the writer thinks of everything about the topic. Then, the second stage is making notes. The third stage is planning or organizing the ideas. Then, the fourth stage is writing a draft. It is followed by the editing stage for correcting and improving the text. The next stage is producing another draft, and the last is proof-reading or editing again

In the practices, stages of the writing process can be applied using a linear approach or a recursive approach. In the linear approach, the writing stages are employed orderly. It can be illustrated in the following figure:

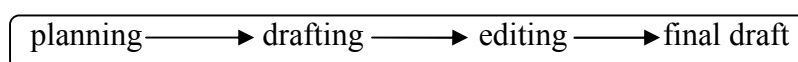


Figure 1: The Linear Writing Process (Harmer, 2004: 5)

On the other hand, a recursive approach means that in writing a draft, it may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages (Krashen in Richards and Renandya, 2002: 315). This approach is illustrated in the following figure:

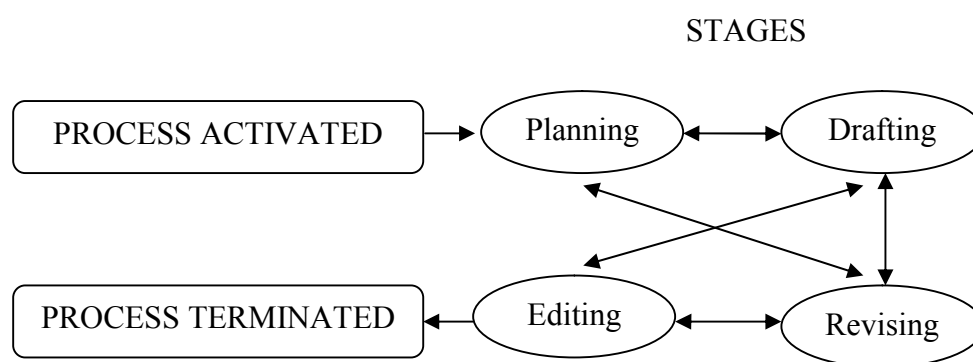


Figure 2: **The Recursive Writing Process (Richards and Renandya, 2002: 315)**

From the explanation above, it can be concluded that although there are different writing processes proposed by experts, generally there are three basic elements in writing stages. Those are pre-writing, drafting, and revising. The pre-writing stage stimulates the writers' thought. It can be done by brainstorming, making notes, and planning. Meanwhile, the drafting stage is the core of the process of writing itself. Here, writers describe and explain their ideas in a written form. Then, in the last stage, revising, writers edit the draft. They reread and reexamine the text if the message is delivered well and any parts need a correction. Usually, they correct the grammatical errors, add or delete some sentences, and rearrange the sentences to make a better writing.

c. Teaching Writing in Junior High Schools

According to the School-Based Curriculum (2006), the goal of teaching English in schools is that graduates are able to communicate at four literacy levels. These levels are performative, functional, informational, and epistemic. From those four literacy levels, students of Junior High Schools are only expected to be able to communicate at the functional level, in which students are able to use language in their daily life. Furthermore, being able to communicate, according to the School-Based Curriculum (2006), means that students have the ability to understand and produce spoken and written texts. It means that English teaching and learning in Junior High Schools should strike a balance between spoken and written skills.

In addition, in learning writing in Junior High Schools, students are expected to be able to produce procedure, descriptive, recount, narrative, and report texts in a short and simple one, not in a complicated one. They also have to be able to produce short functional texts. Because the aim of teaching English in Junior High Schools is to reach the functional level, in teaching text types and functional texts, teachers should use a topic which is in relation to the students' daily life. For example, in teaching short functional texts, teachers may use post cards, announcements, advertisements, and shopping lists.

Moreover, in teaching, teachers have to guide and facilitate learning, enable the learner to learn, and set the condition for learning (Brown: 2000). In line with this, Harmer (2001: 261-262) states that teachers have three important roles to perform in teaching writing; motivator, resource, and feedback provider.

As a motivator, a teacher should motivate the students, create the right conditions for the generation of ideas, persuade students with the useful activity, and encourage them to make as much effort as possible for maximum benefit. Then as a resource, a teacher should be ready to supply information and language where necessary. Meanwhile, as a feedback provider, a teacher should respond positively and encouragingly to the content of what the students write.

Hence, in teaching writing in Junior High Schools, teachers have to relate the materials to the curriculum. They also have to do their roles in the class well.

2. Collaborative Writing

a. The Nature of Collaborative Writing

Collaborative writing is a technique which comes from the concept of collaborative learning based on the work of Vygotsky. According to Vygotsky, human's development and learning take place in a social context (Cameron, 2001: 6). In other words, human beings learn something from the people around them. In line with this, collaborative writing refers to a situation in which students are put in groups to produce a text and it is hoped that they can learn from their peers in the groups.

Storch (2005) states that collaborative writing refers to joint responsibility over the creation of the text. It means that students work collaboratively in every stage of the writing process. Meanwhile, Fung (2006) states that collaborative writing is the sharing of responsibility over the production of a single piece of work in which everyone has a part to play in the whole process

of writing. In other words, collaborative writing focuses on the whole process of writing a single text through shared endeavor.

From those definitions proposed by Storch (2005) and Fung (2006), it can be seen that collaborative writing has different meanings for different people. As a result, people also have different organizational patterns of collaborative writing. Fung (2006: 73) in his research found out that there were some variations of collaboration during the writing process:

Many instructors requested the class to carry out collaborative writing from brainstorming to editing stages. Some instructors asked the groups just to discuss points, but members to draft different sections of the essays after group discussion. The group met later to compile the essays. Also, some instructors had their students present their essays to the class after the drafting process, while some carried out peer review sessions.

In the same way, Louth in Fung (2006: 20) distinguishes two types of collaborative writing. The first one is interactive writing in which students may plan together but do not necessarily write together throughout the writing process. Meanwhile, the second one is group writing in which group members collaborate throughout the stages of writing. Although people have different perceptions of the definition and the organizational pattern of collaborative writing, Fung (2006: 20) suggests that group writing is a better fit to a collaborative writing definition than interactive writing.

Then, Fung (2006: 21) also mentions four key concepts of collaborative writing; sharing responsibility, mutual interactions, sharing resources, and decision making. Sharing responsibility means that group members put their efforts together to produce a single text. Mutual interaction means active

participation and involvement from members. Sharing resources means that members contribute their ideas, views, and expertise in all aspects of the writing process. Meanwhile, shared decision-making power means that all the group members have the right to suggest and make decisions.

All in all, generally, collaborative writing refers to writing in groups in which group members have to contribute in every stage of the writing process. It also has four key elements, i.e. sharing responsibility, mutual interactions, sharing resources, and decision making.

b. Group Formation in Collaborative Writing

As mentioned earlier, collaborative writing refers to writing in groups. There should be two or more students in a group. Generally, the smaller the group, the more each member participates. However, having big groups will promote the discussion among the members. Therefore, it is important to consider the size of the group in collaborative writing to make it run effectively.

According to Richards and Renandya (2002: 53), researchers usually recommend groups of four in collaborative learning. One of the advantages of foursome is that there will be many ideas coming from each student. However, Fung (2006) states that if the group size is bigger than three students, there might be possibilities of some members feeling left out or some even leaving their responsibilities. That is why Fung (2006) suggests that having three students in a group will be effective. Besides threesome will produce many ideas as the

foursome, having an odd number will help the group in making a decision. Moreover, there is one person that can be a mediator if a conflict happens.

Different from Fung (2006), Ferris (2003: 170) states that foursomes are still appropriate for the writing groups. However, he does not recommend a group larger than four. He also suggested that a writing group should remain stable for the duration of the writing course. Richards and Renandya (2002: 57) explain that teachers should keep groups together for about four to eight weeks. They add that it gives students a chance to become comfortable with one another, allows them to form a group identity and bond, and gives them the opportunity to learn how to overcome difficulties.

Furthermore, in forming students in groups, teachers may use students-selected groups. Students usually prefer to use this kind of group because they can work with someone with whom they feel comfortable. Fung (2006) also prefers to use the students-selected group because it provides a safe and conducive environment for members to voice their ideas and opinions openly, to be actively involved, and to pool resources. On the other hand, Richards and Renandya (2002) suggest that teacher-selected groups work best. It is because teachers can make a heterogeneous group in which there is a mix of language proficiency, gender, and diligence. As a result, students who have a high level of proficiency will help others who have a low level of proficiency.

In summary, it is important to consider the formation of the group. Teachers have to think about the size and the way groups are formed so that the goal of working in groups can be reached.

c. Advantages of Collaborative Writing

In general, working in a group during writing will produce better result than working individually. It is supported by Storch (2005) whose research shows that students working collaboratively produce better texts in terms of task fulfillment, grammatical accuracy, and complexity. In line with this, Clifford in Hill (2003) states that students who write collaboratively learn more from each other and produce better work than students who work individually. It is because collaborative writing affords students the opportunity to give and receive immediate feedback on language. This immediate feedback will not be there when students work individually.

Although there are some advantages of using collaborative writing which are stated by researchers, those advantages are only from the view of students' writing products. On the contrary, Fung (2006: 5-7) categorizes the advantages of collaborative writing into three different views: social, cognitive, and practical.

In the social view, the most important benefit of collaborative writing is the group interaction. Students can learn more about writing by talking and listening to their peers. Besides that, during the collaboration, students are certainly faced by different opinions from the members of the group. This difference of opinions also improves students' problem-solving ability as they learn to reach consensus.

In the cognitive view, collaboration increases the awareness of audience. In the collaborative writing, peers become an immediate audience while the text is

being constructed. It makes the students more alert to analytical and critical thinking.

Finally, in the practical view, collaborative writing generally improves individual writing. It also furthers the students' independence because they may learn about the knowledge of writing from their peers in the group. Besides that, Ede and Lunsford in Fung (2006) state that perhaps the most practical of all is that collaborative writing can prepare students for real-world applications. It is because the experience of collaborative writing improves teamwork which is essential in most professions.

In conclusion, collaborative writing gives many advantages for the students. It does not only benefit for the students' writing product, but it also gives advantages for the students in social, cognitive, and practical contexts.

3. Peer Feedback

a. The Nature of Peer Feedback

It is mentioned before that in the process of writing, students go through some stages. From those stages of the writing process, responding to students' writing has a central role to play in the successful implementation of the writing process because it intervenes between drafting and revising (Richards and Renandya, 2002; Harmer, 2004). Response or feedback to students' writing can be given by the teacher or peers. However, influenced by the shift from product to process approach in writing, teachers begin to pay attention to peer feedback (Kammimura, 2006: 13).

Peer feedback is an activity in which students look at each other's work, give advice, and make suggestions about how it can be improved (Harmer, 2004: 109). Peer feedback is done after the draft is finished. Then, students exchange the drafts to be reviewed. After the students get feedback from their peers, they are given time to revise their draft. That is why peer feedback can be used as a strategy to improve the students' final result before it is submitted to the teacher.

However, in order to make peer feedback successful, when it is first introduced, students need guidance from their teacher so that they know what to look at when they read their classmates' work (Harmer, 2004: 116). Supporting Harmer's statement, Kroll in Richards and Renandya (2002: 351) states that the students have to be modeled, taught, and controlled. Controlling peer feedback can be done through the use of a checklist (Richards and Renandya, 2002: 351). Students are guided by questions which help them to know what aspects need to be reviewed, such as spelling, grammatical errors, and paragraph development. This training of giving feedback will help students to give better quality of feedback (Ferris: 2003).

Furthermore, Ferris (2003: 165 - 174) explains general principles in implementing peer feedback. There are seven principles which are discussed as follows:

- 1) Utilizing peer feedback consistently

To make peer feedback a useful tool for helping students in improving their final result needs a long time. Teachers have to use peer feedback as a regular part of the class and allow regular time for it.

2) Explaining the benefits of peer feedback to students

One of the ways to make students believe that peer feedback will give them advantages like teacher feedback will do is by explaining the benefits of peer feedback. If students understand the advantages of peer feedback, they will be enthusiastic about it.

3) Preparing students carefully for peer response

As mentioned earlier, teachers have to model, teach, and control the process of giving feedback. In addition, students should be trained not only in what to look for, but also how to give useful feedback.

4) Forming pairs or groups thoughtfully

Teachers need to consider about the size of the group. Ferris (2003) recommends that they should set writing groups of three to four students. He also adds that they should consider variables such as writing ability, gender and personality in grouping students, and keep the groups together for a long time.

5) Providing structure for peer review sessions

It is explained previously that students need structure or guidelines provided by the teacher. Ferris (2003) suggests that teachers should give students peer feedback guidelines with questions that are clear and specific.

6) Monitoring peer review sessions

When students are in peer review sessions, it is important for teachers to let them work with their groups. Teachers just check the students occasionally to make sure that groups work effectively and help them when they are in a difficulty.

7) Holding students responsible for taking peer feedback opportunities seriously

Teachers may design accountability mechanisms so that students take the process seriously. They can also ask students to fill out a questionnaire at the end of the semester to express their opinions about how peer feedback is for them during the writing class.

Based on the explanation above, it can be concluded that peer feedback can be used as a strategy to improve the students' final result before it is submitted to the teacher. However, to make peer feedback run effectively, it needs some preparations.

b. Advantages of Peer Feedback

It is discussed before that by using peer feedback, students have a better final result before it is submitted to the teacher. This is in line with Kamimura (2006) who states that comments from peers bring an improvement to the students' revision compared to their first draft. Peer feedback gives students the opportunity to receive opinions and suggestions to their work. Students also have a chance to edit their writing based on the suggestions given to them so that the revision is better than the draft.

Peer feedback also makes the students better readers and better writers (Brown: 2001). For the writers, peer feedback will give them beneficial comments to improve their writing. It also makes writers become more aware of the readers' needs because peer feedback offers the writers authentic audience (Ferris, 2003: 15). Meanwhile, for the readers, peer feedback will develop their critical reading

skill (Gillam in Gousseva: 1998; Ferris: 2003). It is because when students give feedback, they identify and analyze their peer's writing.

Besides giving advantages for the students, peer feedback also gives an advantage for teachers. Ferris (2003: 15) states that peer feedback lightens the teacher's work in responding the students' writing. It is because before the students submit their works to the teacher, they do peer feedback and revision so that some mistakes are corrected by the students themselves. It makes teachers work lighter in correcting the students' mistakes.

In summary, peer feedback gives some benefits for both the writer and the reviewer. It also gives an advantage for the teacher.

B. Conceptual Framework

In the process of writing, students go through three main stages, i.e. pre-writing, drafting, and revising. These stages work orderly so that students have to have a good plan in the pre-writing to make them work smoothly in the drafting stage. However, according to the preliminary class observation in Class VII C of SMP Negeri 2 Godean, most students were stuck in the pre-writing stage. It is because they cannot generate ideas that would be developed in the drafting stage. Besides that, students were not interested in doing the writing task. As a result, they did not have motivation to look for ideas for their writing task.

Looking at the facts that happen in Class VII C of SMP Negeri 2 Godean, the researcher is motivated to overcome the problems by using collaborative writing. The researcher expects that by working collaboratively, there will be

more ideas coming up because every student may share his ideas. Students are also able to compare the ideas and discuss the ways to express those ideas in their writing. Moreover, because students work with their friends, it makes writing more interesting and enjoyable. They will not feel bored so that they are motivated to do their writing tasks. Hence, according to the explanation above and desire to find the solution to the problems, the researcher conducts the research in improving students' writing ability in SMP Negeri 2 Godean by using collaborative writing.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology which was used in this research. It consists of seven sections; research design, research setting, subjects of the research, data collection procedure, data validity, data analysis procedure, and the procedure of the research. Each of them will be presented in the following discussion.

A. Research Design

The research was categorized as classroom action research. In conducting this research, the researcher involved four phases, i.e. planning, action, observation, and reflection. These phases formed a cycle which might be repeated until the action research achieved the goal. The following figure describes the cyclical action research model.

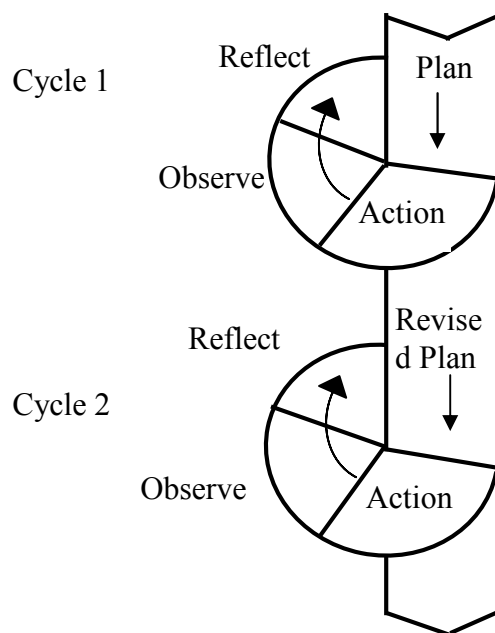


Figure 3: **The Cyclical Action Research Model Based on Kemis and Mc Taggart in Burns (2010: 9)**

B. Research Setting

1. Place of the Research

This study was carried out in SMP Negeri 2 Godean. The school is located in Sidomoyo, Godean, Sleman, Yogyakarta. It is located near the field which is quiet and leafy. Many trees are planted around the school. It gives a conducive atmosphere for studying.

SMP Negeri 2 Godean has twelve classes. Each grade has four classes. It also has many school facilities, such as a library, a headmaster's room, a teacher's room, a laboratory, a mosque, a basket ball field, parking lots, toilets, and a school shop room. Moreover, the condition of these school facilities is well taken care of so that those can support the teaching learning activities.

2. Schedule of the Research

This research was conducted in the second semester of the academic year of 2010/2011, i.e. in May 2011. The researcher also followed the schedule of the English lesson in class VII C because the research was conducted in that class. The schedule was on every Monday, Wednesday, and Thursday.

C. Subjects of the Research

This research involved the English teacher, the students of Class VII C at SMP Negeri 2 Godean, and the researcher. There were 36 students in Class VII C, 17 students were female and the others were male. They were 13 and 14 years old. Class VII C was chosen because it consisted of students who came from various

levels of proficiency. Besides that, the researcher and the English teacher found that students of Class VII C had problems in writing.

The input of the students in this school can be categorized as high because students who graduated from Elementary Schools with a high grade usually continue their study in SMP Negeri 2 Godean. It is because this school is one of the favorite schools in Godean. Most of them also come from the middle economic background. Most of their parents are farmers, teachers, and carpenters.

SMP Negeri 2 Godean has two English teachers. The teacher who teaches Class VII C uses a book entitled *Smart Steps: An English textbook for Junior High School*. Every student has this book which can be borrowed from the library.

D. Data Collection Procedure

The data in this research consist of qualitative and quantitative data. The qualitative data are the description of the process during the action, interview transcripts, and observation checklist. Meanwhile the quantitative data are the scores of the students' writing tasks.

In collecting the data, the researcher used three techniques as discussed below.

1. Interview

During the research, the researcher conducted some interviews to the English teacher and the students of Class VII C to know their feelings, opinions, and suggestions about the actions implemented. In interviewing the English

teacher and the students, the researcher used interview guidelines to make the interviews run well.

2. Classroom observation

Classroom observation was used to gain the information about the process of English teaching and learning during the research. In the observation, the researcher used an observation checklist.

3. Tests

During the research, the researcher gave some writing tasks. Then, the researcher evaluated all the students' writing tasks. In evaluating the writing tasks, the researcher used a rubric adopted from Brown and Bailey's analytic scale (1984) in Brown (2004). This rubric is described in Table 4.

E. Data Validity

To assess the validity of the data, the researcher employed four criteria proposed by Burns (1999: 161) namely democratic validity, process validity, outcome validity, and dialogic validity.

Democratic validity is related to which the researcher is truly collaborative. It was fulfilled by giving the opportunity to every member of the research to voice their idea, opinion, and thought. In this research, the researcher worked collaboratively with the English teacher in determining the problems and finding some actions that would be implemented.

Table 4: A Writing Rubric Adopted from Brown and Bailey's analytic Scale (1984) in Brown (2004)

	Scale	Criteria
Organization: Introduction, Body, and Conclusion	20 – 18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17 – 15 Good to Adequate	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused
	14 – 12 Adequate to Fair	Mediocre or scant introduction or conclusion; problems with the order of ideas in the body; the generalizations may be fully supported by the evidence given; problems of organization interfere
	11 – 6 Unacceptable to Not college	Shaky or minimally recognizable introduction; organization can barely be seen, severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5 – 1 Not college to Level work	Absence of introduction or conclusion, no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organization the composition (could not be outlined by readers)
Logical development of ideas: content	20 – 18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17 – 15 Good to Adequate	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present
	14 – 12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	11 – 6 Unacceptable to Not college	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5 – 1 Not college to level work	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	20 – 18 Excellent to Good	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	17 – 15 Good to Adequate	Advanced proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragments or run-on sentences
	14 – 12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; fragments or run-on sentences present
	11 – 6 Unacceptable to Not college	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5 – 1 Not college to level work	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure
Punctuation, spelling, and mechanics	20 – 18 Excellent to Good	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended punctuation and spelling; very neat
	17 – 15 Good to Adequate	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14 – 12 Adequate to Fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11 – 6 Unacceptable to Not college	Serious problems with format of paper, parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers
	5 – 1 Not college to Level work	Complete disregard for English writing conventions; paper illegible, obvious capitals missing, no margins severe spelling problems
Style and quality of expression	20 – 18 Excellent to Good	Precise vocabulary usage; use of parallel structures; concise; register good
	17 – 15 Good to Adequate	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14 – 12 Adequate to Fair	Some vocabulary misused lacks awareness of register; may be too wordy
	11 – 6 Unacceptable to Not college	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5 – 1 Not college to Level work	Inappropriate use vocabulary; no concept of register or sentence variety

Process validity raises questions about the process of conducting the research. The researcher fulfilled the process validity by identifying whether the students were able to go on learning from the process or not. It was supported by some data sources that showed the process was valid. In this research, process validity was done in the stage of action and observation.

Outcome validity is related to the notion of action leading to outcomes that they are successful within research context. The researcher got outcome validity by looking at the result of the actions in the reflection stage. The researcher saw the success and the failure of the implementation of the actions. It could be said to be successful if those were some improvements in the writing ability.

Dialogic validity is related to the notion that research is conducted to reflective dialogue with critical friend or other practitioner researchers. In this research, after the cycle was done, the researcher collaborated with the English teacher to review the actions implemented.

Catalytic validity is related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teacher's and the students' understanding of their actions taken as a result of this changes, or by monitoring other participants' perception of problems in the research setting. In this research, the researcher identified the changes occurring during and after the action done.

To get the trustworthiness, the researcher used a triangulation technique. It was done by gathering data from different points of view, such as the students

and the teacher. Here, the researcher used interview guidelines to interview the students and English teacher.

F. Data Analysis Procedure

Data were analyzed from field notes, interview transcripts, and the students' writings. Firstly, to see the progress of the implementation, the students' writings were analyzed. Then, the interview transcripts and field notes were also identified. It was used to know the students' and the teacher's opinion about the implementation of the action research. After that, the overall data were compared.

G. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

In the first step of this research, the researcher interviewed the English teacher and the students of Class VIIC of SMP Negeri 2 Godean to find the information about the problems in the process of English teaching and learning. Then, she observed the English teaching and learning process in the classroom.

From the observation and interviews conducted, the researcher identified the existing problems. These problems were related to the teacher, students, media, method, and time. Then, the researcher made a list of the identified problems. After listing the problems found in the field, the researcher and the English teacher weighted the problems based on the level of seriousness. These problems were grouped into being very serious, medium and less serious. In this step, problems which were on the medium level were taken. Then, the researcher

and the English teacher weighted those selected problems based on the level of urgency. They were grouped into the levels of being very urgent, urgent, and less urgent. In this step, the very urgent problems were selected. Based on those very urgent problems, the researcher and the English teacher selected the problems which would be solved in this research based on the feasibility. Those feasible problems were that students were not interested in doing the writing task and that they had difficulties in generating ideas.

2. Planning

After the researcher identified the problems, she made some plans to choose the actions that were feasible to be implemented. In planning some actions that would be implemented, the researcher cooperated with the English teacher.

In Cycle I, the researcher and the English teacher planned to solve the students' problems in generating ideas and increasing the students' interest to do the task. To overcome these problems, the researcher would implement collaborative writing.

In Cycle II, the researcher and the English teacher would improve the results of Cycle I that needed to be improved. The researcher would work collaboratively with the English teacher to find the actions that would be implemented.

3. Action and Observation

When the plan was agreed together, actions were implemented in the class. It was the researcher who performed the actions. Meanwhile, the English teacher observed the teaching and learning process. Based on the observations and

interviews with students and the English teacher, the researcher discussed the implementation and its changes for the next cycle.

4. Reflection

After each cycle was completed, the reflection was done to find out whether the actions were successful or not. If the actions carried out were regarded to be successful, the researcher continued implementing it. If the actions failed, the researcher would try to find suitable action so that the condition would be better.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the writer presents the process of the research conducted in Cycle I and Cycle II, the result of the research, and discussion. Each of them is presented below.

A. Research Process

This sub-chapter describes the process of Cycle I and Cycle II. Each cycle involves three steps. The steps are planning, action and observation, and reflection. The process of each cycle is reported below.

1. Cycle 1

a) Planning

The researcher and the English teacher of Class VII C in SMP Negeri 2 Godean decided the materials which would be taught to the students. The topic of the material was a descriptive text and the theme of the text was describing people. It was because the English teacher and the researcher referred to the SK and KD of Class VII in the second semester. After the material was decided, the researcher made lesson plans and developed learning materials. The learning materials were taken from the English book entitled *Contextual Teaching and Learning: Second Edition for Junior High School Students Grade VII* and the internet. After the learning materials and the lesson plans were ready, they were

consulted to the teacher. The researcher also made the observation sheets and interview guidelines.

b) Action and Observation

The first cycle of this research was done in three meetings. The first meeting was conducted on Thursday, May 5th 2011. The second meeting was conducted on Monday, May 9th 2011. These two meetings were done in the 2 x 40 minutes each. Meanwhile, the third meeting was conducted on Wednesday, May 11th 2011 with the time allocated was 1 x 40 minutes. The details of the actions in Cycle I are discussed as follows.

1) First Meeting

The researcher opened the lesson by greeting the students. Then, she asked their condition and checked their attendance. All students were present but there were some students who were late to come to the class.

After checking the students' attendance, the researcher asked one student to come forward. She chose a student named Rizal because he was one of the students who came late to the classroom. Then, she asked him to choose one of the girls in Class VII C. He chose a student named Vivi. After the two students stood in front of the classroom, the researcher asked the class whether those two students were alike or not. All students answered that they were different. Then, the researcher asked the students to describe the differences between Rizal and Vivi from their physical appearance. All students described them enthusiastically.

Some students described them in English, but the others used Indonesian. Then, the researcher wrote down the vocabulary which was used by students to describe their friends on a white board and explained the meaning of the vocabulary because there were students who did not know the meaning.

After the researcher asked Rizal and Vivi to be back to their seats, she told the class that on that day they were going to learn how to write a descriptive text. Then, she distributed a handout and asked the students to read a descriptive text. She also asked a volunteer to read the text aloud, but no one was willing to do that. So, the researcher chose one student to read the text aloud. After the text was read, the researcher gave the class some questions related to the text. Most students were able to answer the questions correctly. However, some students did not care about the questions. After discussing the text, the researcher explained the function of descriptive texts, the tense, and vocabulary used for describing people. All students listened to the researcher's explanation seriously.

In the practice stage, students were asked to describe a famous person whose picture was in their handout by answering some questions provided there. Here, they did the task individually. They were allowed to open the dictionary or ask the researcher if they had difficulties. After all students finished the task, the answer was discussed by the researcher and the whole students. Because no students volunteered to write down their answer on the white board, the researcher chose one student to do that. Then, she discussed that student's answer and also explained about the use of punctuation and capitalization in writing. She also reviewed the use of the present tense in the descriptive text.

After the discussion, the researcher asked students to make groups of three or four. They were free to choose who would be their group. It did not need a long time to group students.

Then, in groups, the students wrote a descriptive text. Meanwhile, the researcher monitored the process of writing and helped students if they had difficulties. During the process of writing, it seemed that students were less frustrated in doing the task. It may be because they might change their seats and sit closer to their friends. They were also allowed to discuss the difficult things with their friends. The atmosphere of the classroom became more relaxing for doing a writing task.

Besides that, because there were more than two students in a group, the students did not find any difficulties to generate ideas. They were no longer copying the text in their workbook. However, because each member of the groups had a different idea, a conflict happened in groups. They were confused to choose the best idea to be used. Some of them asked the researcher to help them in deciding it, but she told them to discuss it with their group. There was also a group which played “paper, scissors, rock” to decide whose idea would be used.

When the bell rang, the students submitted their work although it was not finished yet. Before the researcher ended the lesson, she concluded what they learnt and previewed the materials for the following meeting. Then, she greeted the students.

2) Second Meeting

The researcher opened the lesson by greeting the students, asking their condition, and checking their attendance. All students were present and no students came late.

After the researcher opened the lesson, she reviewed the tense and vocabulary used in the descriptive text. Most students still remembered the lessons discussed in the previous meeting. She also asked students whether there was a thing that they were confused about or not. All students answered “no”.

Then, she asked students to sit with their members of the group. She distributed the students' draft and asked them to finish it. During the process of writing, without being asked by the researcher, the students divided the duties in the group. In a group, there was a student who became a writer. Meanwhile, the others opened the dictionary. It made their process of writing easier than working individually.

While the researcher monitored the process of writing, she found that most students were interested to do the writing task. They directly finished their writing as soon as they got their draft back. They did not waste time by doing nothing any longer. It was because they worked with their friends. They could discuss the difficulties in writing with their members of the group. It was different when they did the task individually. They just sat down on their seat and wrote the composition by themselves. Unfortunately, there were some students who did not participate in the group discussion. They preferred doing nothing and just looking at their friends who discussed with their members of group. However, those

students did not disturb their friends. When the researcher advised them, they were afraid. Then, they joined their group.

After all groups finished the task, the researcher collected their drafts and distributed those drafts again randomly. Each group got one draft. She also gave a peer feedback guideline for each student. She told the students that they were going to give feedback to their friends' work. All students were confused. Then, she explained how to use the guideline and give feedback. Some students were still confused about the researcher's explanation. Then, she gave the example of the way of giving feedback. She wrote down a short descriptive paragraph which had some wrong sentences on the white board and identified that paragraph by using the guideline with all students.

After all students understood the researcher's explanation, they reviewed their friend's draft. Although there were some students who still asked the researcher when they gave feedback, they could do their task well. Sometimes, they consulted the dictionary and their book.

The researcher collected all drafts, after they finished reviewing the draft. In the post teaching, the researcher previewed the lesson for the following meeting and greeted the students.

3) Third Meeting

In the third meeting, as usual, the researcher opened the lesson by greeting students, asking their condition, and checking their attendance. Then, she had a short talk with students about the process of giving feedback in the previous

meeting. Some students said that it was fun. However, there were some students who said that it was confusing because they got a text with bad handwriting. Then, the researcher used a few minutes to motivate students in doing peer feedback.

After that, she asked students to sit with their members of the group. She told students that she was going to give their writing back and asked them to revise it based on the feedback given by their friends. They might consult the researcher if they were confused about the feedback given to them. They were also free to choose whether they wanted to use the feedback or not.

Then, the researcher distributed the students' drafts and blank paper for the revision. The students had a discussion with their group in doing the task. They were enthusiastic in revising their writing. Sometimes, they came close to the researcher to ask about their writing, whether it was correct or not. They also discussed with the group which gave feedback to their writing if they had different opinions about their writing.

Before the bell rang, all group submitted their revision. Then, the researcher ended the class by greeting the students.

c) Reflection

After conducting three meetings in the first cycle, the researcher and the English teacher did a reflection. Based on the observation of the teaching and learning process during Cycle I, the researcher did not have any difficulties in

teaching writing a descriptive text. The researcher also found out positive responses from the students to use collaborative writing.

Collaborative writing made most students interested in doing the tasks. They were not bored because they worked with their friends. The following interview transcripts showed their interest to do the writing task collaboratively.

- S7 : *Menyenangkan.* (It was interesting.)
 P : *Kenapa menyenangkan?* (Why was it interesting?)
 S7 : *Ya seneng aja, Miss. Bisa rame-rame ngerjainnya.* (I was just interested, Miss. I could do the task with my friends.)
 (Appendix 3-Interview 8)
- P : *Yang kamu suka dari berkelompok gini apa sih?* (What do you like from working in groups like this?)
 S1 : *Seru, Miss. Kakehan ndagel bocah-bocah e...* (It was cool, Miss. My group often made jokes.)
 (Appendix 3-Interview 9)
- S9 : *Belajar bersama-sama. Nggak bosen waktu nulis.* (We could study together. We also did not feel bored when we were writing.)
 S10 : *Lebih enak pokoknya, Miss.* (It was more interesting, Miss.)
 (Appendix 3-Interview 10)

Then, collaborative writing helped the students in generating ideas. They agreed that more people would produce more ideas. Every member of the group gave an idea that made their group have various ideas. It was confirmed by the students' statements below.

- S6 : *Gampang Miss. Idenya banyak. Menurutku begini, terus Dewi ngasih ide ini. Tika juga. Tapi jadi bingung mau nulis yang mana.* (It was easy, Miss. We had many ideas. I had an idea like this, then Dewi gave another idea. So did Tika. But it made us confused in deciding which ideas would be used.)
 (Appendix 3-Interview 8)

- P : *Kalau yang tugas ngasih ide? (Who had a duty to give an idea?)*
 S1 : *Bareng-bareng. (All members.)*
 P : *Menurut kamu kalau ngerjain berkelompok idenya tambah banyak nggak? (In your opinion, when you worked in groups, did you have more ideas?)*
 S1 : *Iya. (Yes, we did)*
 (Appendix 3-Interview 9)

- P : *Kalau waktu nyari ide gimana, Dik? Tambah susah apa tambah gampang? (How about the process of generating ideas? Was it more difficult or easier?)*
 S2 : *Tambah gampang. (It was easier.)*
 (Appendix 3-Interview 11)

These students' responses were also confirmed by Picture 3 in Appendix 15. The picture showed the students' activity in the process of drafting. They exchanged ideas and information to the other students. They also discussed seriously with their members of the group. It made students have better ideas for their writing.

Although collaborative writing made most students interested in doing the writing task, there were also some students who were not interested. They just sat down on their seats and waited for the result. They did not participate in the process of writing. It was also stated by one of the students in the following interview transcript.

- S2 : *Kadang ada yang nggak ikut mikir, Miss. Nggak mau ikut buka kamus juga. (Sometimes, there was a student who did not participate, Miss. He also did not open the dictionary.)*
 (Appendix 3-Interview 11)

Meanwhile, the teacher gave positive and negative responses towards the actions of using collaborative writing in the English teaching-learning process. The teacher's positive response confirmed that collaborative writing made students more interested in doing the writing task. It was stated in the following interview transcript.

GBI : ... *Anak-anak lebih tertarik untuk belajar dan mengerjakan tugas dengan berkelompok seperti itu. Apalagi mereka kan yang memilih teman kelompoknya sendiri. Jadi mereka tahu klop nya itu sama siapa....* (... Students are more interested to study and do the task when they work in groups like that. Moreover, they are free to choose who will be their group. So they know whom they are comfortable with....)

(Appendix 3-Interview 20)

Besides giving positive responses, the teacher also gave a negative response. The negative response expressed that some students did not give enough contribution to the groups. It was stated in the following interview transcript.

GBI : *Oh ya... Saya melihat dari kemarin sama hari ini, motivasi tiap anggota itu berbeda, Mbak. Ya sebenarnya ini wajar. Tiap anak kan beda-beda. Jadi ada anggota kelompok yang cuma manut saja. Kontribusi di kelompok itu kurang. Mereka berpikiran, yang penting temen saya sudah ada yang ngerjain. Yang penting kelompok saya ngumpul. Begitu saja.* (Well, I observed from yesterday until today, I thought that motivation of each member of groups was different. So, there was a student who only followed the others. They did not give enough contribution to the groups. They thought that at least their friend did the task, at least their group submitted the task. That was all.)

(Appendix 3-Interview 20)

Based on the reflection above, it could be seen that there was a little improvement on the process of generating ideas and the students' interest in doing the writing task. In the process of generating ideas, students could do better than when they worked individually. Before the actions, they tended to copy the model text. However, when they worked collaboratively, they could develop their own ideas. Their writing scores also increased significantly. The students' mean score before the actions was 49.2. It increased to be 70.4 in Cycle I.

However, the actions still needed to be improved. It was because there were some students who did not contribute in the group discussion. By considering this problem, the researcher and the English teacher arranged another plan for the next cycle.

The results in Cycle I could be said to be valid because these were in line with the concepts of process, dialogic, outcome, and democratic validity. The researcher fulfilled the process validity by planning, implementing, and revising the actions. Dialogic validity was fulfilled since the researcher collaborated with the English teacher to review the actions. Then, the researcher also provided genuine data, such as students' work, interview transcripts, and the selected photograph to fulfill the outcome validity. Meanwhile, democratic validity was fulfilled since the researcher worked collaboratively with the English teacher to find some actions that would be implemented in Cycle II. Besides, the results in this cycle were also reliable because there was more than one observer, i.e. the researcher and the observer in gathering data. It is in line with the concept of the

researcher triangulation. The researcher also used more than one technique of collecting data to get a valid result.

2. Cycle II

a) Planning

Based on the reflection in Cycle I, the problem which would be solved was that some students did not contribute in the group discussion. Considering this problem, the researcher and the English teacher planned to make an intergroup competition. Then, different from the first cycle, in this second cycle, the students would be put in groups from the beginning of the lesson. It was to make a friendly atmosphere among the members of the group so that they could cooperate and contribute well in the group discussion.

Then, the researcher and the English teacher decided the topic of the material. It was a descriptive text and the theme of the text was describing an animal because in the previous cycle, the researcher taught the text for describing people so that the researcher and the English teacher agreed to teach the other description in this cycle. As usual, after the topic and the theme were decided, the researcher made lesson plans, learning materials, and media. The learning materials were taken from the English book entitled *Contextual Teaching and Learning: Second Edition for Junior High School Students Grade VII* and the internet. Meanwhile, the media used were pictures of animals. After that, they were consulted to the English teacher. The researcher also prepared the instruments used in this research.

b) Action and Observation

The second cycle of this research was done in three meetings. The fourth meeting was conducted on Monday, May 23th 2011. The fifth meeting was conducted on Thursday, May 26th 2011. Meanwhile, the sixth meeting was conducted on Monday, May 30th 2011. Those three meetings were done in the 2 x 40 minutes each. The details of the actions in Cycle II were discussed as follows.

1) Fourth Meeting

The researcher opened the lesson by greeting the students, asking their condition, and checking their attendance. After that, she asked students to sit with the members of their group. However, there were two students who were absent so that there was a change of the group formation.

After all students sat down in groups, the researcher refreshed the students' memory of the group activity which they did on the previous meetings. She told the students that they were going to have a group activity again. Different from previous meetings, starting from that meeting, the researcher would give score for each group. During the lesson, she would give some questions and tasks to all groups. They had to think about the answer in groups. However, a student who would be a representative of the group to answer the questions was chosen by the researcher. Some students were shocked to know this. The researcher then emphasized that they had to make sure all of their group members knew the answer of the question and the reason. If the group could answer the question correctly, they would get one point. Then, the researcher stuck a table which was

used to record each group's points. She also asked all groups to think of a name for their group and write it on the table.

After all groups wrote their names, the researcher began the lesson and told the students that they would learn to write a descriptive text again. On that meeting, they described an animal. Then, the researcher showed some pictures of animals and asked the students some questions related to the pictures. Initially, there were only a few students who raised their hands to answer the question. However, when they saw their friend got a point, they were motivated to answer the questions.

Then, the researcher distributed a handout and asked students to read and discuss in groups the example of a descriptive text which was on their handout. She also asked who was willing to read the text aloud. There were three students raising their hands. The researcher chose a student named Danang. Usually, he was a passive student who sat down in a back row. After that, the researcher discussed the text by giving the students some questions orally. All groups were able to answer the questions correctly. When they answered the questions, they competed one another. They had a discussion in their group to answer the questions. The students who usually did not contribute in the group discussion were forced to contribute because they were afraid of being chosen to answer.

Having discussed the example of the text for describing animals, the researcher reviewed the purpose of descriptive texts and the present tense. The students listened to the researcher's explanation seriously. It did not take a long

time because the students still remembered the explanation in the previous meetings.

In the practice stage, the researcher gave the exercise. Students had to rewrite the descriptive text and correct the wrong parts. In doing this task, the students had to work in groups. All groups did their best to get more point. They discussed the answer seriously. Moreover, the students sitting in the back row who usually did not pay attention to the lesson had a serious discussion. Then, to teach the vocabulary used for describing an animal, the researcher gave many kinds of animal body parts. Students had to think of any animals that had those body parts in groups. They also had to know the meaning of those body parts in Indonesian. When the researcher discussed the answers, many students raised their hands. They were very motivated to collect as many points as possible.

In the production stage, the researcher asked all groups to write a descriptive text about an animal. On that meeting, the students seemed more serious in doing the task. They tried to find the best idea for their writing. They also did not want to describe the same animal which was described by other groups. It was because they wanted to get the best mark. However, because the time was not enough, the researcher collected the students' writing although it was not finished yet. Before she ended the lesson, she counted each group's points and decided the winner. Then, the researcher previewed the material for the following meeting and ended the lesson by greeting the students.

2) Fifth Meeting

In the fifth meeting, most students had sat down in groups when the researcher came. Before the researcher opened the lesson, she walked around the classroom and saw what the students were doing. Apparently, they were discussing their draft. Then, the researcher opened the lesson by greeting the students, asking their condition, and checking their attendance. The researcher then praised the students because without being commanded by the researcher, they could have a group discussion.

After that, she reviewed the materials which were taught in the previous meeting. She also explained more about the present tense and reminded the students about the use of punctuation and capitalization. Then, she gave some questions related to the previous lesson. All groups were still motivated to answer the questions to get more points.

Then, she gave the students' draft back and asked them to finish it. The students continued their discussion. On that meeting, the situation of the group discussion was livelier. The students worked more independently than previous meetings. They seldom asked the researcher about the difficult words. They preferred opening the dictionary. However, they always asked the researcher to check whether their writing was good or not. They often came close to the researcher and asked her to read and check their writing.

When the bell rang, all groups finished and submitted the draft to the researcher. Before the researcher left the classroom, she previewed the material for the following meeting and greeted the students.

3) Sixth Meeting

In the last meeting, after the researcher opened the lesson, she told students that they were going to give peer feedback. Then, she distributed the drafts randomly. She also distributed the peer feedback guidelines.

Before the students gave peer feedback, the researcher reviewed the way of giving feedback at a glance. After that, she asked the students to discuss in groups to give feedback. Sometimes, they also discussed it with the researcher. After all drafts were reviewed, the researcher collected and gave the drafts back to the owners. She also distributed blank paper to write the final version of the composition. Students knew that they had to revise their writing so that after they got the draft, they revised it directly. During the process of revision, some students consulted their writing to the researcher. At the end of the lesson, all groups submitted their final version. The researcher ended the lesson by greeting the students.

c) Reflection

In Cycle II, there were better results than in the previous cycle. Based on the observation of the teaching and learning process during Cycle II, the researcher and the English teacher found that the students' interest to do the task increased. It was also stated by the students in the following interview transcripts.

- P : *Seru ya tadi.* (It was cool, right?)
 S16 : *Iya. Rame. Kayak ikut kuis, Miss.* (Yes, it was. Interesting. I was like joining a quiz, Miss.)
 P : *Jadi semangat belajar nggak?* (So, were you motivated to study?)

S16 : *Iya.* (Yes, I was.)

(Appendix 3-Interview 26)

S2 : *Seneng banget. Besok-besok begini lagi aja, Miss.* (I like it very much. Tomorrow, do it again, Miss.)

(Appendix 3-Interview 27)

P : *Seneng nggak?* (Are you happy?)

S14 : *Seneng.* (Yes, I am.)

P : *Kalau dikasih lomba gitu tambah semangat apa cuma bikin capek doang Dek?* (Does the competition make you more enthusiastic or it only makes you tired?)

S14 : *Bikin semangat.* (It makes me enthusiastic.)

(Appendix 3-Interview 31)

These students' interest could also be seen from Picture 7 in Appendix 15 which showed the students' enthusiasm in answering the questions during the lesson. Students competed with others to get points. Picture 8 in Appendix 15 also showed that all members of the group actively participated in the group discussion.

Furthermore, students who usually did not give enough contribution to the group were motivated to join the group discussion. They were more active than before. This condition was confirmed by the students' statements as stated below.

P : *Temen-temen di kelompok adik yang lain gimana? Jangan-jangan yang semangat and tertarik ngerjain tugasnya cuma kamu?* (How about your friends in the group? Or was it only you who were motivated and interested to do the writing task?)

S16 : *Enggak kok, Miss. Ngerjain semuanya.* (No. Everybody did the task, Miss.)

(Appendix 3-Interview 26)

P : *Kemarin kata Isa ada yang nggak mau ngerjain.* (Yesterday, Isa said that there was somebody who did not contribute to

- the group.)
- S1 : *Oh. Tadi ikut ngerjain kok, Mbak. Yo, Sa?* (Oh. He participates today, Miss. Right, Sa?)
- S2 : *Iya.* (Yes.)
- P : *Ngapain tadi?* (What did he do?)
- S2 : *Ya...ngasih tau alligator tu gimana.* (He told what the alligator is.)
- S1 : *Dia takut ditunjuk lagi kayaknya, Miss.* (It seemed that he was afraid of being chosen again, Miss.)
- (Appendix 3-Interview 33)

- P : *Tugasnya masih dibagi-bagi kayak kemarin?* (Do you divide the duties like what you did yesterday?)
- S6 : *Iya. Ada yang nulis, ada yang buka kamus, sama kayak kemarin.* (Yes. There was a member who wrote and opened the dictionary. It is like what we did yesterday.)
- P : *Berarti semua anggota nggak ada yang cuma diem aja kan?* (It means that there was nobody who did nothing, right?)
- S6 : *Nggak ada.* (Nobody.)
- (Appendix 3-Interview 34)

In line with the students' statements above, the teacher also confirmed that all members of the groups contributed to the group discussion. It was stated in the following interview transcript.

- GBI : *Nah iya. Ardian itu cuma senderan di tembok kemarin. Sekarang udah ikut diskusi juga tadi. Awalnya mungkin gara-gara dia takut pas ditunjuk, terus nggak bisa jawab. Tapi lama-lama dia ikut diskusi terus.* (Oh yes. Ardian just leaned against the wall yesterday. Today, he participated in the group discussion. Initially, it may be because he was afraid when he was chosen to answer the question, he could not answer it. Then, he always participated in the group discussion.)
- P : *Kalau kelompok lain bagaimana, Bu?* (How about the other groups, Ma'am?)
- GBI : *Kelompok lain nggak masalah. Yang perempuan-perempuan itu memang tidak ada masalah dari awal. Yang laki-laki sekarang sudah berubah dari yang tadinya cuma ngikut temennya saja, sekarang mulai ikut kerja.* (The others did not have any problem. Especially, the groups of the girls did not any have any problem from the beginning. The boys

now changed from being passive to be active.)
(Appendix 3-Interview 39)

Picture 6 in Appendix 15 also gave confirmation that all students, including students who sat in the back row who are usually passive, participate in the group discussion. They did the task more seriously than before. They were also motivated to get points from the researcher.

Based on the reflection above, the researcher and the English teacher agreed that there were improvements from the previous cycle. In this cycle, students had more serious discussion to find the best idea for their writing. They also produced better writing than before. As a result, their mean score increased. Their mean score in Cycle I was 70.4. It increased to be 79.8 in Cycle II.

Furthermore, in this cycle, students were also more interested in doing the writing tasks. During the lesson, there was no student who did not participate in the group. They worked together with their members of the group in doing the tasks.

From the reflection above, it could be concluded that the results of Cycle II were valid because these were appropriate with process, dialogic, outcome, and catalytic validity. Process validity was done by identifying whether the students were able to go on learning from the process or not. Dialogic validity was done through the collaboration between the researcher and the English teacher to review the actions. Then, outcome validity was fulfilled by providing genuine data, such as students' work, interview transcripts, and the selected photograph. Meanwhile, catalytic validity was fulfilled since the researcher identified the

changes occurring during and after the actions done. Besides, the results in this cycle were also reliable because there was more than one observer, i.e. the researcher and the observer in gathering data. It is in line with the concept of the researcher triangulation. The researcher also used more than one technique of collecting data to get a valid result.

B. Result of the Research

This sub-chapter describes data obtained from this research. The data are qualitative and quantitative. The qualitative data deal with the general findings of the research in each cycle. Meanwhile the quantitative data deal with the students' writing scores. The explanation of these data is presented below.

1. General Findings

After conducting Cycle I and Cycle II, the researcher and the English teacher did reflections. Based on the reflections in each cycle, the findings are concluded as follows.

a. Cycle I

The findings of Cycle I are:

- 1) Most students were interested in doing the writing tasks. To know the percentage of the students' interest, the researcher used criteria number 7, 8, 9, 10 to observe the students' activities in Appendix 4. These criteria had score in the scale from one to five. Then, the total score was divided by the maximal total score, i.e. twenty, times one hundred percent.
- 2) Collaborative writing helped the students in generating ideas,

- 3) Some students did not give enough contribution to the groups.

b. Cycle II

The findings of Cycle II are:

- 1) The students' interest to do the task increased.
- 2) Students who usually did not give enough contribution to the group were motivated to join the group discussion.

These general findings of this research are summarized in the following table.

Table 5: **The Research Result**

Before actions were conducted	After the actions	
	Cycle I	Cycle II
Students were not interested in doing the writing task.	The percentage of the students' interest was 68.3%.	The percentage of the students' interest was 88.3%.
Students had difficulties in generating ideas.	The students' ideas were varied.	The students' ideas were more varied.

2. Students' Writing Score

Besides qualitative data above, the result of this research is supported by quantitative data. These quantitative data are obtained from the students' writing tasks in Pre-Action, Cycle I, and Cycle II. Their writing tasks were evaluated from the five aspects of writing, i.e. organization, content, grammar, mechanics, and style. The following discussion deals with the students' mean scores from each aspect which are displayed in the tables.

Table 6: Students' Writing Mean Score in the Aspect of Organization

Aspect	Pre-Action	Cycle I	Cycle II
Organization	10.6	14.6	16.3

Table 6 presents the students' mean score in the aspect of organization. It shows that there is an improvement from 10.6 in Pre-Action to be 16.3 in Cycle II. Then, the gain score is 5.7.

Table 7: Students' Writing Mean Score in the Aspect of Content

Aspect	Pre-Action	Cycle I	Cycle II
Content	10.4	12.8	15.8

Table 7 shows that the students' mean score in the aspect of content improves. In Pre-Action, their mean score is 10.4. It increases to be 12.8 in Cycle I and increases again in Cycle II to be 15.8. Then, the gain score is 5.4.

Table 8: Students' Writing Mean Score in the Aspect of Grammar

Aspect	Pre-Action	Cycle I	Cycle II
Grammar	9.3	13.4	15.7

Table 8 presents the students' mean score in the aspect of grammar. It increases significantly. In Pre-Action, the mean score is 9.3. It increases to be 15.7 in Cycle II. The gain score is 6.4.

Table 9: Students' Writing Mean Score in the Aspect of Mechanics

Aspect	Pre-Action	Cycle I	Cycle II
Mechanics	9.2	15	16.3

The students' mean score in the aspect of mechanics also increases as shown in Table 9. In Pre-Action, the mean score is 9.2. Then, in Cycle I, the mean

score is 15. It increases in Cycle II and the mean score is 16.3. Meanwhile, the gain score is 7.1.

Table 10: Students' Writing Mean Score in the Aspect of Style and Quality of Expression

Aspect	Pre-Action	Cycle I	Cycle II
Style	9.6	14.5	15.6

Table 10 shows the students' mean score in the aspect of style and quality of expression. The mean score in Pre-Action is 9.6. It increases to be 14.5 in Cycle I. Then, in Cycle II, it increases to be 15.6. Meanwhile, the gain score is 6.

From the above discussion, it can be seen that there is an improvement in the students' writing scores in five aspects of writing, i.e. organization, content, grammar, mechanics, and style. Then, the general finding of the students' mean scores is displayed in the following figure.

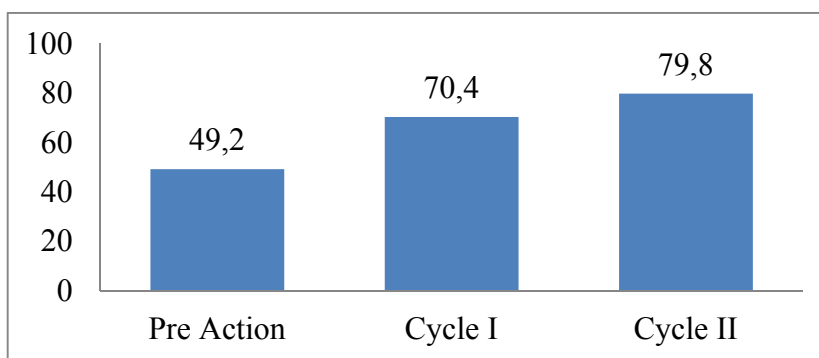


Figure 4: Students' Writing Mean Scores

Figure 4 above shows an increase of the students' writing score. Before the actions, the students' mean score is 49.2. In Cycle I, the mean score is 70.4. Then, it increases again to be 79.8 in Cycle II.

To know the significance difference of these data, the researcher used T-test. The researcher compared the students' scores in Pre Action with Cycle I. The result of the test was presented below.

Table 11: The Result of T-Test (Pre Action and Cycle I)

From Table 11, it can be seen that $t_0 = 5.829$; $p = 0.000$. It means that the score difference is significant at $p < 0.05$.

Besides comparing the students' scores in Pre – Action with Cycle I, the researcher also compared the scores in Cycle I and Cycle II. The result of test was presented in Table 12.

Table 12: The Result of T-Test (Cycle I and Cycle II)

From Table 12, it can be seen that $t_0 = 3.523$; $p = 0.018$. It means that the score difference is significant at $p < 0.05$.

At last, the researcher compared the students' scores in Pre Action with Cycle II. The result of the test was presented below.

Table 13: **The Result of T-Test (Pre Action and Cycle II)**

From Table 13, it can be seen that $t_0 = 8.177$; $p = 0.000$. It means that the score difference is significant at $p < 0.05$.

By examining general findings of the research and the students' writing scores, the researcher and the English teacher agree that there is progress in the students' writing ability. Moreover, the progress in the students' scores was significant. Then, the researcher and the English teacher conclude that collaborative writing can improve the students' writing ability.

C. Discussion

This subchapter describes important matters concerning the general findings of Cycle I and Cycle II of this research. It is said before that this research is aimed to improve the students' writing ability by using collaborative writing. However, based on the reflection in each cycle, there are some actions which run effectively but the other does not.

From the general findings, it can be seen that collaborative writing helps the students in generating ideas. It is because when students work in groups, they can exchange information and ideas with the other students instead of working individually. Then, this finding is in accordance with the research conducted by

Storch (2005). She finds that most students who give a positive response towards the collaborative writing say that it provides them with an opportunity to compare ideas and to learn from each other different ways of expressing their ideas. In line with Storch (2005), Fung (2006) states that one of the reasons which makes the students enjoy the group work is that they had an opportunity to learn about new ideas.

Then, collaborative writing also increases the students' interest in doing the writing tasks. They are not bored because they work with their classmates. By working with their friends, the students feel more comfortable, relaxed, and do not have a feeling of afraid. Moreover, they choose by themselves who will be their members of the group so that they feel comfortable to work together. It is also supported by Fung (2006) who says that students are happy working with peers with whom they are familiar.

However in Cycle I, the use of collaborative writing does not really affect the students' interest in doing the writing tasks. Some students do not give enough contribution to the groups. This is because they do not have the sense of belonging to the group. To overcome this problem, the researcher and the English teacher uses an inter-group competition. Here, the researcher tries to engage the students in a collaborative learning activity organized within a competitive setting. Williams (2003: 143) states that competition in collaborative learning is an effective technique to make groups of students feel they are engaged in a mutual effort for a common cause. Then, after the implementation of the inter-group competition, the finding shows that it can increase students' interest and

motivation to join the group discussion. It agrees with the idea of Baker and Attle (2007) who say that combination of collaborative learning and the inter-group competition will improve the students' intrinsic motivation, enjoyment, and performance.

Besides implementing an inter-group competition, the researcher also puts the students in groups from the beginning of the lesson to create a friendly atmosphere among members of the group. It is different from the first cycle in which students are in groups only in the production stage. According to Williams (2003: 133), before groups can function effectively, members must go through a bonding process that unites them in a common purpose. After that, the group will work as a collaborative unit. For this reason, the researcher and the English teacher think that groups should stay together during the English class. As a result, during the Cycle II, all students are interested in the writing task and contribute well to the group discussion.

Based on the discussion above, it can be concluded that collaborative writing are successful to improve the students' writing ability. The success of implementing collaborative writing is accompanied by implementing an inter-group competition and maximizing the bonding process. Because the results of the research show that there are improvements and the objective of the study is achieved, the research members decide to stop this research in this cycle.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

In order to improve students' writing ability in Class VIIC of SMP Negeri 2 Godean, the researcher and the English teacher did some collaborative work through some steps, i.e. identifying the problem, weighing the problems, determining some actions, reflecting, and discussing. There were two feasible problems to be solved in this research by using collaborative writing. In reference to the results of the research in the previous chapter, there were some actions which were successful but the other was not as described as follows.

1. Collaborative writing helped the students in generating ideas. They agreed that more people produced more ideas. Every member of the group gave an idea and information to the other students. As a result, they had more ideas than when they worked individually.
2. Collaborative writing made the students more interested to do the tasks because they could work with their classmates so that they did not feel bored. However, some students did not have sense of belonging that made collaborative writing not really affect the students' interest. To overcome this problem, the researcher used an intergroup competition and created a friendly atmosphere among members of the group.
3. An intergroup competition could increase the students' motivation and interest to do the tasks. During the lesson, the researcher gave questions. In

answering the questions, students competed one another. The group which gave a right answer would be given a point. It was used to make students motivate to answer the questions. However, the representative of the group who answered the question was chosen by the researcher. As a result, every member of the group had to be ready to answer the question. It was used to force students to participate in the group discussion because students had to give answers which were based on the result of the group discussion.

4. Then, creating a friendly atmosphere among members of the group was also important. It was used to make students cooperate and contribute well in the group. It was because when students worked in a friendly atmosphere, they would feel safe and comfortable to voice their ideas.

Based on the quantitative data obtained in this research, the researcher found that there was an improvement on the students' writing score. The result of the research showed that the students' mean score increased from time to time.

Thus, according to the results of the research above, it can be concluded that collaborative writing can be an effective way to improve the students' writing ability.

B. Implications

In reference to the conclusions above, the researchers makes some implications as follows:

1. Collaborative writing increases the students' interest in doing the writing tasks. It implies that in grouping students, the teacher has to consider several things to make sure that the groups can run effectively.
2. Collaborative writing helps students in generating ideas. It implies that in English teaching and learning processes, the teacher may use group work when the tasks for the students are a little bit difficult.
3. An intergroup competition in the collaborative environment can motivate and interest students to do the tasks and contribute in the groups. The groups which are able to answer questions correctly will be given a point from the teacher. It makes students are motivated to compete with others to get as many points as possible. It implies that rewards can also be used to motivate students.
4. Maximizing the bonding process to create a friendly atmosphere among members of the group makes all students cooperate and contribute well in the group discussion. It implies that a safe and comfortable condition is important for students to voice their ideas in the group discussion.

C. Suggestions

Based on the implications above, the researcher offers some suggestions as follows:

1. For the English teacher
 - a) The teacher should consider the size and the way the group formed to make group discussion run effectively.

- b) The teacher may give rewards as a way to motivate students to actively participate in the process of teaching and learning.
- c) The teacher should give a bonding process before the students work in the main activities in collaborative writing.

2. For the future researcher

- a) The future researcher may investigate the advantages of collaborative writing to the individual writing.
- b) The future researcher may investigate the use of collaboration in the other language skills.

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APPENDICES

Appendix 1

FIELD NOTES

No. : FN. 01

Hari, tanggal : Rabu, 1 Februari 2011

Tempat : Ruang Guru

1. Peneliti (P) tiba disekolah sekitar pukul 08.30.
2. P menemui guru piket dan menyampaikan maksud kedatangan P untuk menemui Guru Bahasa Inggris (GBI) guna meminta izin penelitian. Guru piket menyuruh P untuk menunggu sebentar karena GBI sedang ada di dalam kelas.
3. Ketika bertemu dengan GBI, P disambut dengan ramah. GBI telah mengetahui maksud kedatangan P karena sehari sebelum P ke sekolah, P telah megirim pesan singkat kepada GBI terkait dengan permohonan izin penelitian.
4. GBI menanyakan beberapa hal tentang penelitian yang akan dilakukan P. P menjelaskan bahwa penelitian yang akan dilakukan adalah Classroom Action Research.
5. GBI menyarankan untuk melakukan penelitian di Kelas VII C. Hal ini dikarenakan siswa di Kelas VII C memiliki tingkat kepandaian yang bermacam-macam. Selain itu, siswa di Kelas VII C tidak terlalu nakal sehingga pada saat penelitian nanti P tidak mendapatkan banyak kesulitan dalam menangani siswa.
6. P menanyakan jadwal pelajaran Bahasa Inggris di Kelas VII C karena P bermaksud untuk melakukan observasi kelas. GBI menjelaskan berhubung sekolah sedang merenovasi semua ruang Kelas VII, maka kegiatan belajar-mengajar Kelas VII dilakukan pada siang hari sampai sore. Kemudian, GBI memberikan jadwal mengajar beliau di Kelas VII C.
7. Setelah mendiskusikan jadwal observasi, maka GBI dan P memutuskan bahwa observasi kelas akan dilaksanakan pada hari Kamis, 10 Februari.

No. : FN. 02

Hari, tanggal : Kamis, 10 Februari 2011

Tempat : Ruang Kepala Sekolah

1. P tiba di sekolah pukul 12.15. P langsung menemui guru piket. Guru piket sudah mengetahui maksud kedatangan P dan menyuruh P menunggu sebentar karena GBI sedang mengajar.
2. Selesai mengajar, GBI menemui P yang sudah menunggu di depan ruang

guru. GBI memberi tahu kalau kelas akan di mulai pukul 13.45.

3. GBI menyarankan agar P untuk menemui Kepala Sekolah (KS) lebih dahulu.
4. P menemui KS dan menyampaikan bahwa P bermaksud mengadakan penelitian di SMP Negeri 2 Godean. KS dengan senang hati menyambut rencana P. KS menyampaikan bahwa dalam proses penelitian P langsung berhubungan dengan GBI saja. KS sepenuhnya memberikan izin kepada P.
5. P menyerahkan surat izin observasi dari kampus kepada KS. Kemudian, P pamit dan kembali menemui GBI di ruang guru.

No. : FN. 03

Hari, tanggal : Kamis, 10 Februari 2011

Tempat : Ruang Guru

1. P menyampaikan maksud bahwa P akan mewawancarai GBI tentang kegiatan belajar mengajar Bahasa Inggris di kelas VII.
2. GBI bersedia untuk diwawancara.
3. Dari hasil wawancara, GBI dan P sudah menemukan beberapa masalah dalam proses belajar mengajar Bahasa Inggris. GBI juga meminta P untuk melihat dan mencari sendiri masalah-masalah lain dalam observasi kelas yang akan dilakukan.

No. : FN. 04

Hari, tanggal : Kamis, 10 Februari 2011

Tempat : Ruang Kelas

1. P dan GBI masuk ke ruang kelas. Siswa-siswa menyambut P dengan gembira.
2. GBI langsung meminta P untuk duduk di salah satu kursi yang kosong.
3. GBI meminta siswa untuk tenang karena pelajaran akan segera dimulai. Kemudian GBI membuka pelajaran dengan salam, menanyakan keadaan siswa dan mengecek kehadiran. GBI juga menjelaskan kedatangan P ke sekolah.
4. GBI menjelaskan bahwa pada hari ini, siswa-siswa akan belajar *descriptive text*. Beberapa siswa masih sibuk sendiri dan tidak memperhatikan penjelasan GBI. GBI kemudian menanyakan *generic structure* dan tujuan dari *descriptive texts*. Semua siswa menjawab secara bersama-sama.
5. GBI menulis dipapan tulis *generic structure* dari *descriptive text*.
6. GBI membagikan kertas kosong kepada siswa. Semua siswa mengeluh dan kelas menjadi ribut. GBI menjelaskan kalau hari ini siswa harus menulis satu *descriptive text*.
6. Siswa langsung membuka LKS pada halaman 47. Dalam LKS tersebut

terdapat tiga contoh teks deskriptif. Teks pertama adalah tentang deskripsi orang. Teks kedua adalah tentang deskripsi hewan. Teks yang ketiga adalah tentang deskripsi tempat. Ketiga teks tersebut telah dibahas pada pertemuan sebelumnya.

7. Setelah mendapat tugas dari GBI, siswa-siswa tidak langsung mengerjakan. Siswa masih bingung untuk menulis apa. Sebagian dari mereka ada yang membuka buku paket dan buku catatan, ada pula yang hanya bermain dengan teman sebangku mereka.
8. GBI mulai berkeliling kelas dan menyuruh siswa segera mengerjakan tugas mereka. Siswa pun merasa takut dan mulai menulis. Sementara siswa sedang menulis, GBI memohon izin untuk sholat dzuhur. Sebelum meninggalkan kelas, GBI menyuruh P untuk berkeliling kelas agar melihat proses menulis siswa.
9. Sewaktu P melihat pada pekerjaan siswa, sebagian besar dari mereka belum menulis apa-apa. Kertas mereka masih kosong dan hanya tertulis nama mereka dipojok kertas. Mereka mengatakan kalau mereka bingung harus menulis apa. Ada juga siswa yang memang malas untuk mengerjakan dan hanya ngobrol bersama teman-teman mereka. Namun demikian, ada sebagian siswa yang langsung mengerjakan tugas yang diberikan.
10. Selama mengerjakan, siswa sering berbisik memanggil teman-teman mereka untuk meminjam kamus. Hal ini dikarenakan hanya sedikit siswa yang membawa kamus. Mereka harus bergantian untuk menggunakannya. Beberapa siswa ada yang menanyakan kata-kata sulit kepada teman-teman mereka. Hanya saja, kadang teman yang mereka panggil merasa terganggu dan tidak bisa berkonsentrasi dalam mengerjakan tugas. Kemudian, beberapa siswa memilih untuk menanyakan beberapa kosa kata dalam Bahasa Inggris kepada P.
11. Sewaktu P mengamati proses menulis siswa, P melihat bahwa hasil tulisan siswa masih terdapat banyak kesalahan dalam penggunaan *pronouns* dan *grammar*. Mereka juga tidak menggunakan ide-ide mereka sendiri. Sebagian siswa hanya mencontoh pada contoh teks yang ada di LKS. Siswa tidak menggunakan contoh teks yang telah diajarkan sebagai panduan tapi malah menulisnya sama persis hanya mengganti beberapa nama.
12. Ketika GBI kembali ke kelas, GBI langsung melihat hasil pekerjaan siswa. Karena melihat tulisan siswa yang berantakan dan tidak rapi, GBI agak marah. Kemudian, GBI menyuruh siswa untuk merapikan tulisan mereka dengan memberika garis tepi pada kertas. GBI juga meminta siswa untuk menambah beberapa kalimat dalam tulisan dan mengumumkan kalau tulisan mereka minimal sepuluh kalimat. Siswa-siswa pun merasa kaget dan mengeluh. Namun, mereka tetap mematuhi perintah GBI.

13. GBI juga membaca beberapa tulisan siswa. Ketika GBI menemukan beberapa kesalahan, kadang GBI mendiskusikannya dengan P. Hanya saja dalam mengoreksi tulisan siswa, GBI hanya terpaku pada satu siswa saja. GBI tidak menjelaskannya pada seluruh siswa di kelas.
14. Siswa-siswa lain yang mendengar kalau temannya menulis hal yang salah langsung tertawa. Bagi mereka yang ditertawakan mungkin akan malu. Maka, GBI meminta siswa untuk tidak menertawakan teman-teman mereka.
15. Beberapa siswa yang telah selesai mengerjakan tugas berjalan-jalan berkeliling kelas. Mereka melihat tulisan teman-teman yang lain. Beberapa siswa merasa terganggu, tapi beberapa siswa merasa terbantu karena mereka bisa menanyakan beberapa hal kepada siswa lain yang sudah selesai tugasnya.
16. GBI yang melihat beberapa siswa berkeliling kelas meminta siswa-siswa tersebut untuk duduk dibangku mereka. Akan tetapi, walaupun sudah diperingatkan, masih saja ada siswa yang tidak menuruti perintah GBI.
17. Pukul 14.10 pelajaran diakhiri. GBI meminta semua siswa mengumpulkan hasil tulisan mereka. Namun, tidak semua siswa mengumpulkan karena ada sebagian yang belum menyelesaikan tugasnya.
18. GBI mengakhiri pelajaran dengan salam.

No. : FN. 05

Hari, tanggal : Kamis, 10 Februari 2011

Tempat : Ruang Kelas

1. Selesai pelajaran, P meminta izin kepada GBI untuk mewawancara beberapa siswa. GBI langsung mengizinkan dan membantu P untuk mengumpulkan siswa di ruang kelas.
2. P melakukan wawancara dengan beberapa siswa mengenai proses belajar mengajar Bahasa Inggris.

No. : FN. 06

Hari, tanggal : Sabtu, 26 Februari 2011

Tempat : Ruang Guru

1. P sampai di sekolah pukul 09.15. P menunggu GBI di depan ruang guru.
2. P menjelaskan maksud kedatangan P ke sekolah untuk mengkonsultasikan beberapa masalah yang sudah P temukan selama observasi dan wawancara. GBI dengan senang hati membantu P.
3. Kemudian, GBI meminta P untuk menunggu GBI menyelesaikan mengajarnya agar diskusi bisa berjalan tanpa harus terpotong oleh jam mengajar GBI.
4. Setelah selesai mengajar, GBI dan P mendiskusikan beberapa masalah yang

telah ditemukan.

No. : FN. 07

Hari, tanggal : Sabtu, 2 April 2011

Tempat : Ruang Guru

1. P tiba di sekolah sekitar pukul 09.00. Seperti biasa, P langsung menunggu GBI di depan ruang guru karena sehari sebelum P ke sekolah telah mengirim pesan singkat kepada GBI.
2. Setelah bertemu GBI, P menyampaikan maksud kedatangan P ke sekolah untuk menanyakan jadwal pelajaran Bahasa Inggris Kelas VII C dikarenakan P akan melakukan penelitian dalam waktu dekat. GBI kemudian memberikan jadwal mengajar beliau dan menjelaskan kalau semua kelas VII sekarang sudah masuk pagi seperti biasa.
3. GBI juga menyarankan agar P memulai penelitian secepatnya karena dalam beberapa minggu kedepan sekolah akan mengadakan mid test. GBI juga memberikan jadwal kegiatan yang akan dilakukan sekolah dalam waktu dekat agar P dapat merencanakan jadwal penelitian dengan baik.
4. Setelah berdiskusi cukup lama dengan GBI, P pamit pulang

No. : FN. 08

Hari, tanggal : Sabtu, 30 April 2011

Tempat : Ruang Kepala Sekolah

1. P tiba di sekolah sekitar pukul 09.00. Sebelum menemui GBI, P menemui KS untuk menyampaikan surat izin penelitian.
2. Di ruang KS, P menyampaikan bahwa penelitian P akan segera dimulai penelitian. KS turut senang mendengarnya. P juga menyerahkan surat izin yang dibawa.
3. Setelah menyerahkan surat izin kepada KS, P langsung menemui GBI di ruang guru untuk mengkonsultasikan RPP yang akan digunakan nanti.

No. : FN. 09

Hari, tanggal : Sabtu, 30 April 2011

Tempat : Ruang Guru

1. Di ruang guru, GBI langsung mempersilakan P untuk duduk dan menanyakan instrument yang sudah dibuat. GBI sudah mengetahui maksud kedatangan P karena sehari sebelum P ke sekolah, P telah mengirim pesan singkat kepada GBI bahwa P akan mengkonsultasikan RPP yang akan digunakan untuk mengajar di Kelas VII C nanti.
2. Sesuai dengan kesepakatan P dan GBI, P akan mengajar *descriptive text* untuk mendeskripsikan orang. Materi diambil dari buku paket dan internet.

3. Setelah membaca instrument yang dibuat oleh P, GBI setuju dengan instrument tersebut. Namun, ada beberapa hal yang perlu diubah terumana pada peer feedback guideline. Hal ini dikarenakan bahasa yang digunakan P agak susah untuk dipahami oleh siswa.
4. Selain itu, GBI juga menanyakan bagaimana rencana implementasi collaborative writing yang akan dilakukan nanti. Kemudian P menjelaskannya kepada GBI. P juga meminta saran GBI dalam membentuk siswa kedalam group. GBI menyarankan agar group dibentuk oleh siswa sendiri. Hal ini dikarenakan siswa pada umumnya tidak mau bekerja satu kelompok dengan lawan jenis mereka. Selain itu, GBI memahami kalau siswa SMP biasanya memiliki beberapa teman yang tidak mereka sukai. Apabila nanti group dibentuk oleh GBI dan P dikhawatirkan siswa tidak nyaman dengan teman-teman groupnya. P pun menyetujui saran dari GBI.
5. P kemudian menyampaikan kalau P akan memulai penelitian pada hari Kamis, 5 Mei 2011. GBI langsung menyetujui.

No. : FN. 10

Hari, tanggal : Kamis, 5 Mei 2011

Tempat : Ruang Kelas VII C

1. P dan GBI memasuki ruang Kelas VII C bersama. Setelah GBI mengambil tempat duduk, P memulai pelajaran.
2. P membuka pelajaran dengan salam. Kemudian, P menanyakan keadaan siswa dan mengecek kehadiran siswa. Siswa-siswa masih ramai dan belum fokus pada pelajaran. P pun mengajak siswa untuk mempersiapkan semua buku pelajaran Bahasa Inggris dan alat tulis. Kemudian P menanyakan "*Are you ready to study English?*" Siswa-siswa pun menjawab, "*Yes.*"
3. Ketika pelajaran sudah akan dimulai, ada beberapa siswa laki-laki yang terlambat masuk. Siswa-siswa tersebut memang termasuk dalam *trouble-maker* di kelas.
4. Setelah menanyakan alasan keterlambatan siswa, P menyuruh siswa yang terlambat untuk duduk kecuali satu orang siswa bernama Rizal. Setelah siswa terkondisikan, P menyuruh Rizal untuk menunjuk satu teman perempuannya untuk menemani dia di depan kelas. Siswa-siswa pun ribut kembali. Rizal menunjuk Vivi. Seluruh siswa pun semakin ribut.
5. P kemudian menanyakan kepada seluruh siswa, apakah kedua teman mereka yang berdiri di depan kelas mirip atau tidak. Semua siswa jelas menjawab tidak. Kemudian, P meminta siswa untuk menyebutkan perbedaan mereka dari kondisi fisiknya. Siswa-siswa pun beramai-ramai untuk menyebutkan satu per satu perbedaan. Sebagian siswa menggunakan Bahasa Inggris. Tapi, sebagian lagi masih menggunakan Bahasa Indonesia dan bahasa Jawa. P

- pun membantu siswa untuk menerjemahkan ke dalam Bahasa Inggris.
6. P juga menuliskan kata-kata dalam Bahasa Inggris yang digunakan siswa untuk mendeskripsikan orang. P juga menjelaskan makna kata-kata tersebut dalam Bahasa Indonesia karena ada beberapa siswa yang tidak mengetahuinya.
 7. Setelah P meminta Rizal dan vivi untuk kembali ketempat duduk masing-masing, P menjelaskan bahwa pada hari ini, siswa-siswa akan belajar bagaimana mendeskripsikan orang dalam sebuah teks. Kemudian, P membagikan *handout*. Dalam *handout* tersebut terdapat contoh *descriptive text* untuk mendeskripsikan orang. P meminta satu orang siswa yang bersukarela untuk membacakan teks tersebut dengan keras. Namun, tidak ada yang bersedia sehingga P harus menunjuknya.
 8. Setelah teks tersebut selesai dibaca, P mendiskusikan teks tersebut. Pertama, P menjelaskan tentang kata-kata yang dianggap sulit oleh siswa. Kemudian, P mengajukan beberapa pertanyaan yang berhubungan dengan teks tersebut. Siswa-siswa pun menjawab dengan penuh antusias. Semua pertanyaan dapat dijawab dengan benar. Namun, ada beberapa siswa yang tidak memperhatikan pertanyaan dan penjelasan dari P. Siswa-siswa ini hanya berdiam diri dan tidak mengganggu teman yang lain.
 9. Setelah mendiskusikan contoh teks, P menjelaskan tentang fungsi *descriptive text*, *tense* dan *vocabulary* yang sering digunakan dalam *descriptive text*. Semua siswa memperhatikan penjelasan P dengan seksama.
 10. Setelah P menjelaskan *descriptive text*, siswa mengerjakan soal. Siswa harus mendeskripsikan gambar seseorang yang terdapat pada *handout* mereka dengan menjawab beberapa pertanyaan yang telah disediakan. Siswa harus mengerjakan secara individu. Mereka dibolehkan untuk membuka kamus atau bertanya kepada P apabila menemui kesulitan.
 11. Setelah semua siswa selesai mengerjakan, P menyuruh salah satu siswa untuk menuliskan jawabannya di papan tulis. Karena semua siswa tidak ada yang bersedia, maka P menunjuk satu siswa. Siswa tersebut maju dan menuliskan jawabannya di papan tulis. Kemudian, P dan semua siswa mendiskusikan jawaban yang sudah ada di papan tulis. Selama mendiskusikan jawaban, P juga menjelaskan tentang penggunaan tanda baca dan huruf kapital dalam teks. P juga mengulangi lagi penjelasan mengenai *present tense*.
 12. Setelah diskusi, P meminta siswa untuk membentuk kelompok yang terdiri dari tiga atau empat orang. Mereka bebas memilih siapa yang akan menjadi anggota kelompok mereka. Siswa pun langsung memilih teman dan membentuk kelompok.
 13. Setelah semua siswa berkelompok, P menjelaskan kalau setiap kelompok

harus membuat satu teks deskriptif. Sebagian besar siswa menanyakan apakah setiap siswa harus menulis sendiri-sendiri atau hanya mengumpulkan satu tulisan per kelompok. Kemudian, P menjelaskan lebih detail bahwa dalam menulis kali ini siswa hanya menulis satu teks yang mana dalam proses penulisannya siswa harus berdiskusi dengan teman-teman dikelompoknya. Setelah siswa memahami instruksi dari P, P membagikan kertas yang akan digunakan untuk menulis siswa. Kemudian, siswa pun langsung mengerjakan tugas mereka. Selama menulis, terlihat kalau siswa menjadi tidak begitu bingung. Hal ini mungkin dikarenakan siswa bisa mengerjakan dengan teman-teman mereka. Selain itu, siswa juga boleh mengubah tempat duduknya dan duduk berdekatan dengan anggota kelompoknya masing-masing.

14. Selain itu, karena ada lebih dari dua orang dalam satu kelompok, siswa tidak mengalami kesulitan dalam memunculkan ide untuk tulisan mereka. Mereka tidak lagi hanya meniru contoh teks yang ada di buku mereka. Namun demikian, karena setiap anggota kelompok memiliki ide yang berbeda, maka masalah pun muncul. Siswa merasa bingung untuk menentukan ide yang mana yang akan mereka gunakan. Beberapa siswa bertanya kepada P untuk memilihkan ide yang akan digunakan. Namun, P lebih memilih untuk menyerahkan semuanya kepada siswa. P mengatakan kalau mereka harus mendiskusikannya dengan anggota kelompok mereka. Selain bertanya kepada P, ada pula kelompok yang hompimpa untuk menentukan ide siapa yang akan dipakai.
15. Waktu bel berbunyi, semua kelompok belum dapat menyelesaikan tugas mereka. Namun, P meminta semua kelompok mengumpulkan hasil pekerjaan mereka seadanya. Setelah semua terkumpul, P menyimpulkan pelajaran hari ini dan menyampaikan pelajaran yang untuk pertemuan berikutnya. P menutup pelajaran dengan mengucapkan salam.

No. : FN. 11

Hari, tanggal : Kamis, 5 Mei 2011

Tempat : Depan Ruang Kelas VII C dan Ruang Guru

1. Selesai pelajaran, GBI meminta P untuk segera ke kantor guru membicarakan tentang implementasi hari ini. Tapi P meminta izin untuk mewawancarai siswa Kelas VII C terlebih dahulu. GBI pun memberikan izin.
2. P meminta izin kepada beberapa siswa untuk diwawancara. Siswa-siswa pun dengan senang hati membantu P.
3. Setelah selesai mewawancarai beberapa siswa Kelas VII C, P menuju ke kantor guru. Karena GBI akan mengajar, maka P menunggu GBI sampai

selesai mengajar.

4. Selesai mengajar, GBI langsung menemui P. Kemudian, GBI memberikan beberapa komentar dan pendapat pada *action* hari ini.
5. Kemudian, GBI menanyakan tentang *action* yang kedua. P pun menjelaskannya bahwa *action* yang kedua akan tetap sama dengan rencana yang dulu pernah didiskusikan dengan GBI.

No. : FN. 12

Hari, tanggal : Senin, 9 Mei 2011

Tempat : Ruang Kelas VII C

1. P dan GBI memasuki ruang Kelas VII C bersama. Setelah GBI mengambil tempat duduk, P memulai pelajaran.
2. P membuka pelajaran dengan salam dan menanyakan keadaan siswa. Kemudian P mengecek kehadiran siswa. Pada hari ini semua siswa hadir dan tidak ada siswa yang datang terlambat.
3. Setelah P membuka pelajaran, P mereview pelajaran pada pertemuan sebelumnya. P mengingatkan kembali tentang *present tense* dan *vocabulary* yang sering digunakan dalam *descriptive text*. Sebagian besar siswa masih mengingatnya. Kemudian, P menanyakan apakah masih ada siswa yang belum paham dengan *descriptive text*, siswa menjawab tidak.
4. Kemudian, P menyuruh siswa untuk duduk bersama teman-teman kelompoknya. Setelah itu, P membagikan kembali *draft* siswa yang belum selesai di pertemuan sebelumnya. P meminta siswa untuk menyelesaikannya. Selama P dan GBI mengamati proses menulis siswa, P dan GBI menyimpulkan bahwa didalam kelompok, siswa belajar untuk membagi tugas. Dalam satu kelompok, pasti dari siswa yang bertugas sebagai sekretaris. Sementara siswa yang lain berkontribusi dengan membuka kamus. Hal ini membuat proses menulis menjadi lebih ringan dari pada menulis secara individu. Namun sayangnya, tidak semua siswa berpartisipasi dalam diskusi kelompok. Beberapa siswa hanya diam dan tidak melakukan apa-apa. Siswa-siswa tersebut tampak malas untuk mengerjakan tugas. Apabila diperingatkan oleh P, siswa-siswa tersebut merasa takut dan ikut dalam diskusi kelompok.
5. Setelah semua kelompok mengumpulkan *draft* mereka, P membagikan lagi *draft* tersebut secara acak. Setiap kelompok mendapat satu *draft*. Selain itu, P juga membagikan *peer feedback guidelines* untuk setiap siswa. P menjelaskan bahwa siswa akan mengoreksi dan memberikan komentar pada tulisan kelompok lain. Kemudian, P menjelaskan cara menggunakan *peer feedback guideline* dan cara memberikan *feedback*. Beberapa siswa masih merasa bingung. Lalu, P menuliskan satu paragraf deskriptif dipapan tulis.

Dalam paragraf tersebut terdapat beberapa kesalahan. P mengajak semua siswa untuk mendiskusikan teks tersebut dan mengidentifikasinya dengan menggunakan *peer feedback guidelines*.

6. Setelah seluruh siswa memahami penjelasan P, mereka mulai memberikan *feedback* secara tertulis pada *draft* yang mereka dapatkan. Dalam memberikan *feedback*, siswa sering berkonsultasi kepada P.
7. P mengumpulkan semua *draft* yang telah direview. Kemudian P menyimpulkan pelajaran hari ini dan memberikan gambaran pelajaran untuk pertemuan berikutnya. P menutup pelajaran dengan mengucapkan salam.

No. : FN. 13

Hari, tanggal : Senin, 9 Mei 2011

Tempat : Depan Ruang Kelas VII C dan Ruang Guru

1. Seperti pada pertemuan sebelumnya, selesai mengajar, P meminta izin kepada GBI untuk mewawancara beberapa siswa.
2. Setelah P mewawancara siswa, P menemui GBI di ruang guru. Kebetulan GBI tidak ada jam mengajar sehingga P dapat langsung mewawancarai GBI.
3. GBI memberikan beberapa masukan kepada P tentang *action* hari ini.
4. Setelah selesai wawancara, GBI memberi pesan agar P tetap mempertahankan hal-hal yang sudah baik. GBI juga menanyakan kembali persiapan untuk *action* yang ketiga. P pun menjelaskan persiapan yang sudah dilakukan.

No. : FN. 14

Hari, tanggal : Rabu, 11 Mei 2011

Tempat : Ruang Kelas VII C

1. GBI dan P memasuki Kelas VII C bersama. Setelah GBI mengambil tempat duduk, P memulai pelajaran hari ini.
2. P membuka pelajaran dengan mengucapkan salam dan menanyakan keadaan siswa. Kemudian, P mengecek kehadiran siswa.
3. P kemudian menanyakan pendapat siswa tentang pengalaman mereka waktu memberikan *feedback* pada pertemuan sebelumnya. Beberapa siswa mengatakan kalau memberikan *feedback* pada tulisan siswa lain cukup menyenangkan. Namun, ada sebagian yang mengatakan membingungkan. Ada pula siswa yang mengaku pusing waktu memberikan *feedback* karena tulisan yang susah untuk dibaca. P merespon semua pendapat siswa. P juga membahas mengenai pentingnya *feedback* untuk mereka.
4. Setelah itu, P menjelaskan kalau pada hari ini, mereka akan melanjutkan proses menulis mereka. P kemudian meminta siswa untuk duduk secara berkelompok. Setelah semua siswa berkelompok, P kembali membagikan

draft mereka yang sudah dikoreksi oleh kelompok lain. Selain itu, P juga membagikan kertas kosong untuk revisi. P menjelaskan kepada seluruh siswa bahwa mereka harus merevisi tulisan mereka sesuai dengan *feedback* yang telah diberikan. Namun apabila ada *feedback* yang tidak diterima, siswa bisa berdiskusi dengan pihak yang memberikan *feedback* atau menanyakannya pada P.

5. Siswa berdiskusi dengan teman-teman di kelompoknya. Kadang siswa membuka buku dan melihat ke catatan yang telah dijelaskan pada pertemuan sebelumnya. Mereka pun sering mendatangi P dan menanyakan beberapa hal yang mereka tidak pahami dari *feedback* yang diberikan. Beberapa siswa juga berdiskusi dengan kelompok yang memberikan *feedback* kepada mereka.
6. Setelah berbunyi, semua kelompok mengumpulkan revisi mereka. Kemudian, P mengakhiri kelas dengan mengucapkan salam.

No. : FN. 15

Hari, tanggal : Rabu, 11 Mei 2011

Tempat : Ruang Guru dan Ruang Kelas VII C

1. Selesai mengajar, P langsung mengikuti GBI ke ruang guru untuk mewawancarai GBI.
2. P dan GBI membahas mengenai pertemuan hari ini.
3. Pada bel istirahat, P meminta izin kepada GBI untuk mewawancarai siswa. GBI pun mengizinkan.
4. P menemui beberapa siswa di Kelas VII C untuk wawancara.

No. : FN. 16

Hari, tanggal : Rabu, 18 Mei 2011

Tempat : Ruang Guru

1. P menemui GBI pada jam istirahat di ruang guru. P dan GBI telah sepakat untuk mengadakan refleksi pada hari ini.
2. Ketika P sampai di ruang guru, P sudah ditunggu oleh GBI. Kemudian refleksi untuk siklus pertama pun dimulai. Dalam refleksi, GBI banyak memberikan masukan kepada P.
3. GBI dan P sama-sama setuju bahwa partisipasi siswa dalam kelompok perlu ditingkatkan. Hal ini karena selama proses *collaborative writing*, GBI dan P melihat beberapa siswa tidak ikut berkontribusi terhadap kelompok.
4. Setelah menemukan masalah yang akan diselesaikan di siklus kedua, GBI dan P berdiskusi untuk mencari solusinya. Kemudian, GBI dan P sepakat untuk mengadakan *inter-group competition* pada siklus yang kedua.

No. : FN. 17

Hari, tanggal : Sabtu, 21 Mei 2011

Tempat : Ruang Guru

1. Sehari sebelum P ke sekolah, P telah mengirim pesan singkat kepada GBI bahwa pada hari ini, P akan mengkonsultasikan instrument untuk siklus kedua.
2. Sampai di sekolah, P menemui guru piket, kemudian langsung menuju ruang guru untuk menemui GBI.
3. Setelah bertemu dengan GBI, P menyerahkan instrument yang telah dibuat. GBI pun memeriksa semua instrument. Berbeda dengan instrument pada siklus sebelumnya, kali ini GBI menyetujui semua instrument tanpa ada yang harus diubah.

No. : FN. 18

Hari, tanggal : Senin, 23 Mei 2011

Tempat : Ruang Kelas VII C

1. GBI dan P memasuki ruang Kelas VII C bersama. Setelah GBI mengambil tempat duduk, P memulai pelajaran hari ini.
2. P membuka pelajaran dengan salam dan menanyakan keadaan siswa. Kemudian, P mengecek kehadiran siswa.
3. Setelah membuka pelajaran, P langsung menyuruh siswa untuk duduk berkelompok sama seperti pertemuan sebelumnya. Namun dikarenakan ada dua orang siswa yang tidak hadir, maka P, dengan seizin GBI, mengadakan sedikit perubahan pada formasi kelompok.
4. Setelah semua siswa duduk bersama anggota kelompoknya masing-masing, P mengingatkan kembali pada kegiatan kelompok yang telah siswa lakukan pada beberapa pertemuan sebelumnya. P menjelaskan bahwa pada pertemuan kali ini, mereka akan bekerja kelompok lagi. Namun, berbeda dari beberapa pertemuan sebelumnya, mulai dari pertemuan hari ini, P akan memberikan nilai pada hasil kerja kelompok mereka. Selama pelajaran, P akan memberikan beberapa pertanyaan. Dalam menjawab pertanyaan, siswa diharuskan berdiskusi dengan teman-teman dalam kelompok karena P akan menunjuk secara acak, siswa yang akan menjawab pertanyaannya. Jadi, setiap siswa harus memastikan bahwa semua anggota kelompoknya mengetahui jawaban dan alasan dari pertanyaan tersebut. Apabila ada kelompok yang berhasil menjawab pertanyaan dengan benar, maka kelompok tersebut akan mendapatkan nilai dari P. kemudian, P memasang tabel untuk mencatat setiap nilai yang didapat dari setiap kelompok. P juga meminta setiap kelompok memiliki nama untuk memudahkan dalam membedakan tiap kelompok.

5. Setelah setiap kelompok menuliskan nama, P memulai pelajaran dan menjelaskan bahwa pada pelajaran hari ini, siswa akan kembali belajar *descriptive text*. Namun, kali ini mereka akan mendeskripsikan hewan. Kemudian P menunjukkan beberapa gambar hewan. P mengajak siswa untuk mendeskripsikan hewan-hewan tersebut. Awalnya hanya sedikit siswa yang berani mendeskripsikannya. Akan tetapi, ketika mereka melihat teman mereka mendapatkan nilai, siswa-siswa lain pun mulai termotivasi untuk menjawab pertanyaan.
6. Kemudian, P membagikan *handout* dan meminta siswa untuk mendiskusikan contoh teks deskriptif yang ada pada *handout* tersebut dengan teman-teman dikelompoknya. P juga menanyakan siapa yang berani membacakan teks tersebut dengan susara keras. Ada tiga siswa yang mengangkat tangan. P memilih seorang siswa bernama Danang karena biasanya dia adalah siswa yang pasif yang duduk di bangku paling belakang. Setelah teks selesai dibaca, P mendiskusikan teks tersebut bersama dengan seluruh siswa. P juga mengajukan beberapa pertanyaan yang berhubungan dengan teks tersebut. Semua siswa berlomba untuk menjawab pertanyaan. Dalam menjawab pertanyaan mereka berdiskusi dengan anggota kelompoknya. Siswa yang biasanya tidak ikut berpartisipasi dalam kelompok menjadi berpartisipasi. Hal ini mungkin dikarenakan siswa-siswa tersebut merasa takut apabila ditunjuk untuk menjawab tapi tidak mengetahui jawabannya.
7. Setelah mendiskusikan contoh teks untuk mendeskripsikan hewan, P mengingatkan kembali tentang tujuan teks deskriptif dan *present tense*. Siswa mendengarkan penjelasan P dengan seksama. P tidak membutuhkan waktu lama untuk menjelaskan kembali karena siswa masih mengingat penjelasan pada pertemuan sebelumnya.
8. P kemudian memberikan latihan kepada siswa. Siswa harus menulis kembali sebuah teks deskriptif dan memperbaiki beberapa bagian yang salah. Dalam mengerjakan latihan ini, siswa bekerja secara kelompok. Siswa-siswa pun berantusias dalam mengerjakan latihan ini karena mereka ingin mendapatkan nilai sebanyak-banyaknya.
9. Dalam mengajarkan *vocabulary* yang sering digunakan dalam mendeskripsikan hewan, P menggunakan beberapa gambar bagian tubuh hewan. Siswa harus memikirkan nama dari bagian tubuh tersebut dalam Bahasa Inggris dan Bahasa Indonesia. Mereka juga harus memikirkan beberapa hewan yang memiliki anggota tubuh tersebut.
10. Saat P mendiskusikan jawaban-jawaban siswa, siswa terlihat bersemangat. Hampir semua siswa ikut dalam menjawab pertanyaan.
11. Pada bagian *production*, P meminta siswa untuk menuliskan sebuah teks untuk mendeskripsikan hewan. Pada pertemuan kali ini, siswa terlihat lebih

serius dalam mengerjakan tugas. Mereka mencoba untuk menemukan ide yang terbaik untuk tulisan mereka. Mereka juga tidak mau mendeskripsikan hewan yang juga dideskripsikan oleh kelompok lain. Hal ini dikarenakan mereka ingin mendapatkan nilai yang terbaik.

12. Saat bel, P meminta siswa untuk mengumpulkan draft mereka walaupun belum selesai. Sebelum menutup pelajaran, P menghitung jumlah poin yang dikumpulkan oleh setiap kelompok. P juga memberikan sedikit gambaran tentang pelajaran untuk pertemuan berikutnya. Kemudian, P mengakhiri pelajaran dengan salam.

No. : FN. 19

Hari, tanggal : Senin, 23 Mei 2011

Tempat : Ruang Guru dan Ruang Kelas VII C

1. Selesai pelajaran, GBI langsung mempersilakan P untuk mewawancarai siswa.
2. P mewawancarai beberapa siswa terkait dengan *action* hari ini.
3. Setelah mewawancarai siswa, P menuju ruang guru untuk mewawancarai GBI.
4. Di ruang guru, P mewawancarai GBI dan berdiskusi tentang rencana pertemuan berikutnya.

No. : FN. 20

Hari, tanggal : Kamis, 26 Mei 2011

Tempat : Ruang Kelas VII C

1. Ketika P dan GBI memasuki ruang kelas, siswa-siswa sudah duduk secara berkelompok.
2. GBI mengambil tempat duduk, sementara P berkeliling kelas memeriksa apa yang sedang dilakukan siswa. Ternyata siswa sedang berdiskusi tentang teks yang akan mereka tulis di *draft* mereka. Kemudian GBI meminta siswa untuk menghentikan pekerjaan siswa dan memperhatikan P karena pelajaran akan segera dimulai.
3. P membuka pelajaran dengan salam dan menanyakan keadaan siswa. P juga mengecek kehadiran siswa. Kemudian, P memberikan pujian kepada siswa karena mereka memulai diskusi tanpa harus diperintah oleh P.
4. Setelah itu, P *mereview* pelajaran pada pertemuan sebelumnya. P juga selalu mengingatkan kembali tentang *present tense*, penggunaan tanda baca, dan penggunaan huruf kapital. P memberikan beberapa pertanyaan yang berhubungan dengan pelajaran sebelumnya. Semua siswa masih termotivasi untuk mendapatkan nilai sebanyak-banyaknya.
5. Kemudian, P membagikan kembali *draft* siswa yang kemarin belum selesai.

Siswa-siswa pun melanjutkan diskusi mereka dan menyelesaikan *draft* mereka.

6. Pada pertemuan hari ini, siswa bekerja lebih mandiri dari pada pertemuan sebelumnya. Apabila menemukan kata-kata sulit, siswa tidak lagi sering bertanya kepada P. Siswa lebih memilih membuka kamus dan mencarinya sendiri. Namun, mereka sering mendatangi P dan meminta P untuk memeriksa hasil tulisannya.
7. Ketika bel berbunyi, seluruh kelompok telah mengumpulkan *draft* mereka. Kemudian P menutup pelajaran dengan memberikan sedikit penjelasan tentang materi untuk pertemuan berikutnya dan mengucapkan salam.

No. : FN. 21

Hari, tanggal : Kamis, 26 Mei 2011

Tempat : Ruang Guru dan Ruang Kelas VII C

1. Seperti biasa, P meminta izin kepada GBI untuk mewawancarai siswa terlebih dahulu. GBI pun mengizinkan.
2. Kemudian, P mewawancarai beberapa siswa mengenai pelajaran hari ini.
3. Setelah mewawancarai beberapa siswa, P menuju ruang guru. Karena GBI mau mengajar, maka GBI meminta P untuk menunggu sampai GBI selesai mengajar.
4. Setelah GBI selesai mengajar, P mewawancarai GBI. Selain itu, P dan GBI juga mendiskusikan mengenai rencana pertemuan berikutnya.

No. : FN. 22

Hari, tanggal : Senin, 30 Mei 2011

Tempat : Ruang Kelas VII C

1. P dan GBI memasuki ruang kelas bersama. Setelah GBI mengambil tempat duduk, P memulai pelajaran.
2. P membuka pelajaran dengan salam, menanyakan keadaan siswa, dan mengecek kehadiran siswa. P kemudian menjelaskan kepada siswa bahwa pada hari ini mereka akan memberikan *feedback* pada *draft* kelompok lain. P pun membagikan *draft* siswa secara acak dan membagikan *peer feedback guideline*.
3. Sebelum siswa memberikan *feedback*, P menjelaskan kembali mengenai cara menggunakan *peer feedback guidelines* dan cara memberikan *feedback*.
4. Lalu siswa berdiskusi dengan anggota kelompoknya dalam memberikan *feedback*. Kadang mereka juga mendiskusikannya dengan P.
5. Setelah semua siswa memberikan *feedback*, P membagikan kembali *draft* tersebut kepada pemiliknya. P juga membagikan kertas kosong untuk revisi tulisan siswa.

6. Kelompok yang sudah mendapatkan *draft* mereka kembali, langsung memperbaikinya sesuai dengan *feedback* yang diberikan. Selama proses revisi, siswa juga berkonsultasi kepada P.
7. Di akhir pelajaran, semua kelompok telah mengumpulkan hasil revisi mereka. Kemudian, P mengakhiri pertemuan hari ini dengan salam.

No. : FN. 23

Hari, tanggal : Senin, 30 Mei 2011

Tempat : Ruang Guru dan Ruang Kelas VII C

1. Selesai mengajar, P meminta izin kepada GBI untuk mewawancarai siswa. GBI pun mengizinkan.
2. P mewawancarai beberapa siswa terkait dengan pelajaran hari ini.
3. Setelah mewawancarai siswa, P menemui GBI di ruang guru.
4. P kemudian mewawancarai GBI. P dan GBI juga mendiskusikan tentang rencana refleksi. Kemudian, P dan GBI sepakat untuk melakukan refleksi setelah semua hasil tulisan siswa selesai dikoreksi.

No. : FN. 24

Hari, tanggal : Sabtu, 4 Juni 2011

Tempat : Ruang Guru

1. Sampai di sekolah, P langsung menuju ke depan ruang guru untuk menunggu GBI yang sedang berada di dalam kelas.
2. Setelah bertemu dengan GBI, P dan GBI melakukan diskusi tentang hasil di siklus kedua. P juga menunjukkan nilai siswa yang telah selesai diolah.
3. Berdasarkan hasil diskusi, P dan GBI memutuskan bahwa penelitian akan dihentikan sampai disini, karena hasil menunjukkan bahwa kemampuan menulis siswa meningkat dengan menggunakan *collaborative writing*.

Appendix 2

INTERVIEW GUIDELINES**Preliminary Observation**

Interviewee : Siswa Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Siapa nama Adik? 2. Apakah Adik suka dengan pelajaran Bahasa Inggris? Mengapa? 3. Apakah Adik suka dengan kegiatan menulis dalam Bahasa Inggris? Mengapa? 4. Apakah Adik sering menemui kesulitan dalam menulis dengan Bahasa Inggris? 5. Jika jawaban pertanyaan nomor. 5 iya, kesulitan apa saja yang dihadapi? 6. Apa yang Adik lakukan untuk mengatasi kesulitan tersebut? 7. Apakah Adik membawa kamus setiap ada pelajaran Bahasa Inggris? Mengapa? 8. Dalam mengerjakan tugas menulis, biasanya dikerjakan secara individu atau berkelompok? 9. Menurut Adik, lebih enak belajar sendiri atau berkelompok? Mengapa?
Interviewee : GBI Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Dalam mengajar Bahasa Inggris, apakah semua skill diajarkan dengan porsi yang sama? 2. Bagaimanakah tingkat pencapaian siswa dalam setiap skill? 3. Apa saja masalah-masalah yang dihadapi dalam proses belajar mengajar Bahasa Inggris? 4. Hal-hal apa saja yang masih perlu ditingkatkan dalam pengajaran Bahasa Inggris? 5. Dalam pengajaran writing skill, apakah siswa sudah memiliki kemampuan menulis yang sesuai dengan standard SMP? 6. Apakah kesulitan yang dihadapi dalam mengajari writing? Jelaskan. 7. Dalam mengajar, media apa saja yang digunakan? 8. Apa teknik yang digunakan dalam mengajar?

SIKLUS 1 - Pertemuan ke 1

Interviewee : Siswa Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Apakah Adik paham dengan penjelasan <i>descriptive texts</i> tadi? 2. Apakah pada saat menulis <i>descriptive text</i> tadi Adik menemui kesulitan? 3. Apakah menulis dengan berkelompok memudahkah Adik dalam pencarian ide? 4. Sebutkan hal – hal yang paling Adik suka dengan menulis berkelompok! 5. Adakah hal-hal yang tidak Adik suka tentang menulis berkelompok? 6. Apakah adik bisa berpartisipasi dalam kelompok? 7. Apakah ada konflik dalam kelompok?
Interviewee : GBI Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Bagaimana pendapat Ibu mengenai <i>action</i> pertemuan pertama saya tadi? 2. Bagaimana pendapat Ibu mengenai proses <i>collaborative writing</i> yang dilakukan siswa?

SIKLUS I – Pertemuan ke 2

Interviewee : Siswa Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Bagaimana menurut Adik tentang hasil tulisan Adik? 2. Apakah Adik bisa menggunakan panduan untuk mengoreksi?
Interviewee : GBI Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Bagaimana pendapat Ibu mengenai proses <i>collaborative writing</i> yang dilakukan siswa? 2. Bagaimana pendapat ibu mengenai proses <i>peer feedback</i>?

SIKLUS I – Pertemuan ke 3

Interviewee : Siswa Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Apakah Adik menerima semua masukan dari teman Adik? 2. Apakah masukan dari teman membantu Adik? 3. Bagaimana pendapat Adik tentang hasil akhir tulisan Adik?
Interviewee : GBI Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Menurut Ibu, bagaimana proses <i>revision</i> yang dilakukan siswa? 2. Bagaimana pendapat Ibu mengenai proses

	<i>collaborative writing</i> yang dilakukan siswa dalam Cycle 1 ini?
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SIKLUS II – Pertemuan ke 1

Interwiewee : Siswa Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Apakah Adik lebih bersemangat dalam mengerjakan tugas? 2. Apakah pelajaran hari ini menyenangkan?
Interwiewee : GBI Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Bagaimana pendapat Ibu mengenai pertemuan hari ini tadi? 2. Bagaimana pendapat Ibu mengenai proses <i>collaborative writing</i> yang dilakukan siswa?

SIKLUS II – Pertemuan ke 2

Interwiewee : Siswa Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Apakah Adik dan anggota kelompok dapat bekerjasama dengan baik? 2. Apakah ada anggota yang tidak ikut serta dalam mengerjakan tugas kelompok?
Interwiewee : GBI Interviewer : Peneliti	Bagaimana pendapat Ibu mengenai pertemuan hari ini tadi?

SIKLUS II – Pertemuan ke 3

Interwiewee : Siswa Interviewer : Peneliti	<ol style="list-style-type: none"> 1. Apakah kesalahan pada tulisan Adik berkurang dari pada tulisan sebelumnya? 2. Bagaimana pendapat Adik mengenai hasil akhir tulisan Adik?
Interwiewee : GB Interviewer : Peneliti	Bagaimana pendapat Ibu mengenai pertemuan hari ini?

Appendix 3

INTERVIEW TRANSCRIPTS

Hari, tanggal : Kamis, 10 Februari 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Guru Bahasa Inggris kelas VII (Ibu Kalbarinah, S.Pd)

Interview 1

- Peneliti : P
 Guru Bahasa Inggris : GBI
- GBI : *Pripun*, Mbak? Apa yang bisa saya bantu?
- P : Ini, Bu. Saya mau tanya-tanya sedikit tentang proses belajar mengajar Bahasa Inggris.
- GBI : *Monggo*.
- P : Bu, diantara empat *skill* dalam Bahasa Inggris, apakah semua *skill* diajarkan dengan porsi yang sama? Atau ada yang salah satu *skill* yang sering diajarkan?
- GBI : *Reading*. Hampir setiap hari *reading* itu diajarkan kepada siswa. Nah, ini. Seperti ini (*menunjukkan salah satu contoh soal reading di LKS*).
- P : Ooohh... kalau *writing*nya bagaimana, Bu? Sering diajarkan?
- GBI : Jarang ya, Mbak.
- P : Kenapa, Bu?
- GBI : Ya karena *writing* itu kan memang jarang ditanyakan *tha*, Mbak. Kalau ditingkat SMP itu soal *writing* itu kan cuma *jumbled word*, *jumbled sentences*, sama kalimat-kalimat rumpang.
- P : Seperti di UAN itu ya, Bu?
- GBI : Bener, Mbak. Sebagian besar soalnya kan menjawab pertanyaan berdasarkan teks. Itu kan *reading skill* yang dibutuhkan.
- P : Terus tingkat pencapaian siswanya bagaimana, Bu? Apa kemampuan *reading* mereka lebih tinggi dibandingkan dengan *skill* yang lain karena *reading* kan sering diajarkan.
- GBI : Sama saja, Mbak. Kalau dasar anaknya memang pinter, mereka ya menguasai segalanya. Tapi kalau anaknya yang kurang ngerti, mau diajarin sesering apa juga tetep nggak ngerti.
- P : Menurut ibu, masalah yang menghambat proses belajar mengajar Bahasa Inggris itu apa saja?
- GBI : Masalah secara keseluruhan apa cuma masalah di kelas, Mbak?
- P : Secara keseluruhannya.
- GBI : Kalau secara keseluruhan ya mulai dari motivasi mereka, Mbak. Sekolah pinggiran seperti ini kan motivasi siwanya rendah. Beda sama SMP 5 misalnya. Selain itu dukungan orang tua dan lingkungan untuk belajar Bahasa Inggris juga rendah.
- P : Oohh... iya ya, Bu.
- GBI : Iya. Kalau menyempit lagi, masalah pembelajaran Bahasa Inggris itu ada pada *vocab* sama *grammar*, Mbak.

- P : Jadi kalau *writing* juga masalah pokoknya pada *vocab* dan *grammar* juga, Bu?
- GBI : Iya jelas. Yang sudah kelas IX saja *grammar*nya belum bener, Mbak apalagi yang masih kelas VII. Sebentar, saya masih menyimpan hasil tulisan siswa kelas IX.
Ini, Mbak. *Lha...* ini langsung ketemu contoh salah *grammar*nya. *He speak*. Kurang 's' *tha*. Ini kelas IX dan sudah mau UAN lho. Ini ada lagi *It name is Pala*. *It like corn and rice*. Ini... *a sweet eyes, three baby*. Begini hampir semua siswa lho, Mbak.
Nah, kalau tulisannya begini ini, pasti ngambil dari buku. Beda *tha*, Mbak (*menunjukkan salah satu teks siswa*).
- P : Iya, Bu.
- GBI : Coba kita cari lagi. Ini, Mbak. Mau nulis *place* saja kok jadi *pleace*.
- P : Iya ya, Bu. Padahal itu kan kata yang sudah umum buat anak SMP.
- GBI : Ini kalau mbaknya mau, dibaca saja semua, pasti masih banyak model-model kesalahan yang lain. Oh *lha* ini. *Method of caring bird very easy and pleasant caused it*. Kalau begini kan saya yang pusing, Mbak. Ya tapi nggak apa-apa. Asal mereka masih mau membuat sendiri nggak cuma njiplak buku kan berarti mereka itu masih mau belajar, Mbak.
- P : *Nggih*, Bu. Kalau *ditelateni* ya mereka nanti bisa ya, Bu.
- GBI : Bisa. Pasti bisa. Tapi kan tetep kita sebagai guru kan manut kurikulum *tha*, Mbak. Dengan waktu segini, guru harus mengajar segini bab. Kalau konsen ke *grammar* sama *vocab* saja jelas nggak mungkin.
- P : Menurut ibu, hasil *writing* mereka ini apakah sudah sesuai dengan standard SMP?
- GBI : Kalau SMP itu kan harapannya siswa bisa menulis... menulis teks sederhana kan, Mbak?
- P : Iya, Bu. Menulis esai pendek sangat sederhana.
- GBI : Kalau dikatakan sesuai standard, ya... belum sepenuhnya, karena teks yang mereka buat ini hanya mencontoh. Mirip sama contoh teks yang ada dibuku. Kalau untuk mengembangkan sendiri mereka belum bisa. Misalnya kalau dibuku tulisannya '*my name is Rahayu*', mereka ganti jadi '*my name is Susi*' gitu.
- P : Kemudian, kesulitannya dalam mengajari *writing* itu apa, Bu?
- GBI : *Writing* itu kan *skill* yang paling sulit, Mbak karena melibatkan banyak aspek. Ya... mungkin sulitnya itu. Banyak hal yang harus diajarkan dulu ke siswa. Kita harus memberikan banyak contoh teks dulu. Mengajari *generic stucture*nya itu saja perlu diulang-ulang.
- P : Oh gitu ya, Bu. Terus tekniknya gimana, Bu?
- GBI : Kalau SMP itu biasanya pake *guiding*, Mbak. Kalau nggak, diberi *key*, misalnya kata-kata yang akan digunakan, nanti mereka buat sendiri kalimatnya. Kalau dilepas seratus persen, susah sepertinya. Ya... coba nanti kita lihat.
- P : Iya, Bu. Ya sudah mungkin cukup dulu. Nanti kalau ada yang masih perlu ditanyakan, saya tanyakan belakangan.

GBI : Ya... ya... silakan saja.
P : Terimakasih, Bu.

Hari, tanggal : Kamis, 10 Februari 2011
Tempat : SMP Negeri 2 Godean
Narasumber : Siswa kelas VII C

Interview 2

Peneliti : P
Taufik : S1
P : Namanya siapa, Dik?
S1 : Taufik Andi Wibowo
P : Taufik suka pelajaran Bahasa Inggris nggak?
S1 : Suka.
P : Kenapa suka?
S1 : Mmm... nggak tahu.
P : Lho kok nggak tahu? Apa karena biar bisa ngomong sama bule?
S1 : Iya.
P : Hehehe. sulit nggak belajar Bahasa Inggris?
S1 : Nggak.
P : Kalau menulis kayak tadi susah nggak?
S1 : Susah.
P : Kan tadi ada contohnya. Kok masih susah? Dimana susahnya?
S1 : Susah pokoknya, Mbak. Kata-katanya itu yang susah.
P : Contohnya?
S1 : Ini lho, Mbak. Hurufnya *double-double* gini (*menunjukkan salah satu huruf*).
P : Oh '*business*'. 's'nya dua gitu ya?
S1 : Iya.
P : Terus kalau tau nulis kata-kata dalam bahasa Inggris itu susah, caranya buat mengatasi kesulitan itu gimana?
S1 : Dihapalin cara nulisnya.
P : Nggak buka kamus?
S1 : Ya kadang.
P : Itu kamusnya siapa?
S1 : Pinjem punya Andri.
P : Nggak bawa kamus sendiri?
S1 : Berat, Mbak. Soalnya bawa kaos olah raga.
P : Kalau disuruh Bu Rina ngerjain tugas emang biasanya sendiri-sendiri, Dik?
S1 : Iya.
P : Tapi menurut Adik, enakan ngerjain sendiri apa berkelompok sama teman-temannya?
S1 : Setengah-setengah.
P : Lho kok setengah-setengah?
S1 : Kalau ngerjain sendiri kan bisa tau kemampuan kita. Terus kalau

kelompok, bisa nanya sama temen kalau nggak tahu.
P : Oh. Ya sudah, Dik. Makasih ya.

Interview 3

Peneliti : P
Isa : S2
P : Isa, mau tanya. Kamu suka nggak belajar Bahasa Inggris?
S2 : Suka.
P : Kenapa kok suka?
S2 : Soalnya menyenangkan.
P : Kegiatan menulis yang kayak tadi juga menyenangkan?
S2 : Iya.
P : Kalau disuruh nulis begitu ada kesulitan nggak?
S2 : Ada
P : Apa yang sulit?
S2 : Kadang nggak tahu Bahasa Inggrisnya atau Bahasa Indonesianya.
P : Contohnya apa?
S2 : Ya, kayak tadi aku nggak tahu Bahasa Inggrisnya 'jenis'. Terus ini nggak tahu apa artinya (menunjuk kata 'porch').
P : Oh berarti kesulitan di menulis itu kosakatanya ya?
S2 : Iya.
P : Terus buat mengatasi kesulitan itu, apa yang dilakukan?
S2 : Nanya Bu Guru.
P : Liat kamus nggak?
S2 : Iya. Tapi tadi barengan sama Cholis. Jadi ganti-gantian makenya.
P : Enggak bawa sendiri *po*?
S2 : Enggak.
P : Kenapa? Berat?
S2 : Nggak apa-apa. Tapi kadang bawa sendiri.
P : Oh. Terus biasanya Bu Rina kalau ngasih tugas harus dikerjain sendiri-sendiri apa berkelompok?
S2 : Sendiri-sendiri.
P : Kalau menurut Isa, enak dikerjain sendiri apa kelompok?
S2 : Kelompok.
P : Kenapa?
S2 : Biar bisa minta bantuan. Jadi nggak tanya-tanya Bu Guru terus.
P : Lho emang kenapa kok biar nggak nanya sama Bu Guru? Malu ya?
S2 : Nggak sih. Soalnya kalau nanya Bu Guru harus antre sama temen-temen yang lain.
P : Oh gitu. Ya udah. Makasi ya, Sa.

Interview 4

Peneliti : P
Adela : S3
P : Adik namanya siapa?

- S3 : Adela.
P : Dik, suka pelajaran Bahasa Inggris nggak?
S3 : Suka.
P : Kenapa, Dik?
S3 : Soalnya biar pintar, Mbak.
P : Kalau menulis kayak tadi suka nggak?
S3 : Nggak.
P : Lho kenapa?
S3 : Susah, Mbak.
P : Apanya yang susah? Kan udah diterangin *descriptive text* itu apa. Udah dikasih contoh banyak juga kan?
S3 : Bukan itunya yang susah. Tapi nggak bisa nge-Inggris-in.
P : Oh. Jadi kosakatanya yang nggak tahu?
S3 : Iya.
P : Terus biar tahu kosakatanya, apa yang Adik lakukan?
S3 : Liat dikamus. Tapi sering nggak ada.
P : Nah terus kalau nggak ada dikamus gimana?
S3 : Tanya sama temen yang pintar.
P : Terus itu kamusnya bawa sendiri apa pinjem?
S3 : Bawa sendiri.
P : Buat lihat kata-kata sulitnya ya?
S3 : Iya.
P : Kalau Bu Rina ngasih tugas, biasanya dikerjain sendiri apa berkelompok?
S3 : Disuruh dikerjakan sendiri, tapi kadang saya diskusi sama temen.
P : Dimarahin sama Bu Rina nggak?
S3 : Nggak.
P : Tapi nggak nyontek kan?
S3 : Ya nggak.
P : Pintar. Jadi adik sukanya ngerjainnya diskusi gitu ya?
S3 : Iya.
P : Kenapa?
S3 : Bisa saling membantu, Mbak.
P : Jadi Adik bisa minta bantuan temen. Terus bisa gentian kalau temennya nggak tau, Adik yang bantu.
S3 : Iya.
P : Mmm... ya sudah, Dik. Terimakasih ya.

Interview 5

- Peneliti : P
Dhena : S4
P : Adik siapa namanya?
S4 : Dhena.
P : Dik, suka nggak sama pelajaran Bahasa Inggris?
S4 : Lumayan.
P : Lumayan suka, lumayan nggak? Kenapa?
S4 : Soalnya ada yang susah.

- P : Apa yang susah?
 S4 : Menyimpulkan *descriptive text*.
 P : Kalau menulis *descriptive text* susah nggak?
 S4 : Lumayan.
 P : Kok lumayan lagi. Kenapa?
 S4 : Banyak yang nggak tau artinya.
 P : Kalau nggak tahu artinya, buka kamus nggak?
 S4 : Iya.
 P : Bawa sendiri apa pinjem?
 S4 : Kadang bawa, kadang pinjem.
 P : Terus kalau ngerjain tugas biasanya dikerjain sendiri ya?
 S4 : Iya.
 P : Tapi menurut Dhen enakan dikerjain sendiri apa bareng-bareng sama temen?
 S4 : Bareng-bareng.
 P : Kenapa?
 S4 : Bisa tanya sama temen yang lebih ngerti. Jadi ringan pekerjaannya.
 P : Oohh gitu. Ya udah. Makasih ya, Dik.

Interview 6

- Peneliti : P
 Della : S5
 P : Permisi, Dik. Namanya siapa?
 S5 : Della.
 P : Della suka sama pelajaran Bahasa Inggris nggak?
 S5 : Suka.
 P : Kenapa?
 S5 : Mmm... pingin bisa ngomong pake Inggris.
 P : Berarti suka kalau diajari speaking ya? Disuruh tampil di depan kelas gitu, terus Della praktek ngomong Inggris.
 S5 : Hehehe.
 P : Kalau menulis suka nggak?
 S5 : Suka.
 P : Bisa nggak waktu disuruh nulis pake Bahasa Inggris?
 S5 : Bisa tapi susah.
 P : Bagian apa yang susah?
 S5 : Kadang tu punya inspirasi, Mbak. Tapi nggak bisa ngebahasain Inggrisnya.
 P : Tapi kalau menceritakan inspirasinya pake Bahasa Indonesia bisa?
 S5 : Ya susah juga. Hehehe.
 P : Oh berarti kesulitannya waktu mengungkapkan ide ya?
 S5 : Iya, Mbak.
 P : Terus buat mengatasinya gimana?
 S5 : Nggak tau, Mbak. Kadang malah bingung.
 P : Mmm... kalau kosakatanya ada masalah nggak, Dik?
 S5 : Nggak.

- P : Tinggal buka kamus ya, Dik kalau ada yang nggak tahu artinya.
 S5 : Iya.
 P : Kalau ngerjain tugas biasanya dikerjain sendiri apa berkelompok, Dik?
 S5 : Sendiri, Mbak.
 P : Tapi menurut kamu, enakan sendiri apa berkelompok?
 S5 : Berkelompok dong, Mbak.
 P : Kenapa?
 S5 : Ya kan bisa minta bantuan temen kalau nggak bisa.
 P : Oh gitu. Ya udah deh, Dik. Makasih ya.

Interview 7

- Peneliti : P
 Amilia : S6
 P : Adik siapa namanya?
 S6 : Amilia.
 P : Dik, suka pelajaran Bahasa Inggris nggak?
 S6 : Lumayan suka.
 P : Kenapa, Dik?
 S6 : Kadang ada yang susah.
 P : Misalnya apa?
 S6 : Kalau disuruh memahami teks.
 P : Nggak pahamnya karena nggak tahu artinya apa gimana?
 S6 : Iya.
 P : Kalau menulis pake Bahasa Inggris susah nggak?
 S6 : Susah.
 P : Bagian apa yang susah?
 S6 : Menyusun kata.
 P : Oh. Kalau Bahasa Inggris kadang dibalik-balik gitu ya, Dik?
 S6 : Iya, Mbak.
 P : Terus gimana tuh biar nulisnya nggak sampe kebalik-balik?
 S6 : Liat dibuku.
 P : Cari contoh kalimat gitu ya?
 S6 : Iya.
 P : Biasanya kan kalau ngerjain tugas sendiri-sendiri *tha*, Dik? Kalau menurut kamu sebenarnya enakan ngerjain sendiri apa berkelompok?
 S6 : Berkelompok, Mbak.
 P : Kenapa?
 S6 : Karena bisa diskusi sama yang lainnya.
 P : Oh... Oke deh. Udah dulu. Makasih banyak, Dik.

Hari, tanggal : Kamis, 5 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Siswa kelas VII C

Interview 8

Peneliti : P
 Sri : S6
 Dewi : S7
 Tika : S8
 P : Adik – adik tadi paham nggak dengan penjelasan descriptive text tadi?
 S7 : Paham, *Miss*.
 P : Sri sama Tika paham juga kan?
 S6 dan S8 : Iya.
 P : Kalau udah paham berarti nggak ada kesulitan dong waktu nulis itu?
 S6 : Yee... Ya nggak gitu, *Miss*. Masih tetep ada sulitnya.
 S7 : Kan susah, *Miss* mengartikan ke Bahasa Inggrisnya.
 P : Oh jadi susahnyanya di menerjemahkan? Ada yang lain nggak?
 S7 : Ya cuma itu aja. Tapi nggak tahu tuh yang lainnya.
 S6 : Aku nggak bisa yang ‘s’ ‘es’ itu.
 P : Terus kalau buat nyari idenya?
 S6 : Gampang *Miss*. Idenya banyak. Menurutku begini, terus Dewi ngasih ide ini. Tika juga. Tapi jadi bingung mau nulis yang mana.
 P : Terus gimana itu?
 S8 : Kita hompimpa. Idenya siapa yang dipake.
 P : Oh... terus yang idenya nggak dipake marah nggak?
 S7 : Yo nggak no... Lha wong kalah kok.
 P : Terus kalau hal-hal yang kalian suka dari berkelompok gini apa?
 S7 : Menyenangkan.
 P : Kenapa menyenangkan?
 S7 : Ya seneng aja, *Miss*. Bisa rame-rame ngerjainnya.
 P : Bedanya kalau ngerjain sendiri?
 S7 : Kalau sendiri lemes, *Miss*. Begitu – begitu doang.
 S6 : Nanti kalau ngobrol dikit sama temen, dimarahi Bu Rina, Mbak. Nggak boleh ganggu temen, katanya.
 P : Ya bener dong.
 S6 : Ah yo bosen.
 S7 : Iya, *Miss*.
 P : Wah... kamu ini ada-ada aja... Kalau yang nggak disukai dari berkelompok ada nggak?
 S8 : Nggak ada.
 P : Berarti nggak ada berantem-berantemnya kan?
 S7 : Nggak. Cuma tadi waktu mau nenetuin nulis apa gitu. Jadi mesti hompimpa.
 P : Wah... bagus. Semua anggota kelompok ikut berpartisipasi kan?

- S8 : Iya, *Miss*.
 P : Ya sudah. Udah bagus kelompoknya. Besok dipertahankan ya..
 S7 : Iya, *Miss*.

Interview 9

- Peneliti : P
 Taufik : S1
 P : Hai Taufik.
 S1 : Iya, *Miss*.
 P : Gimana tadi paham nggak sama penjelasan *descriptive text* nya?
 S1 : Paham banget.
 P : Wah berarti nggak ada kesulitan waktu nulisnya?
 S1 : Nggak dong. Apalagi dibantu sama temen-temen lain.
 P : Dibantu gimana?
 S1 : Ya kan ngerjainnya bareng-bareng, jadi kalau ada yang sulit bisa tanya sama temen. Terus, waktu ngerjain kita bagi tugas. Jadi cepet ngerjainnya.
 P : Kamu tugasnya apa?
 S1 : Banyak.
 P : Apa aja coba?
 S1 : Aku buka *alfalink*. Terus ngingetin kalau ada yang salah tulis gitu.
 P : Terus kalau yang lain?
 S1 : Yang lain buka kamus. Isa sekretarisnya. Tulisannya bagus soalnya.
 P : Kalau yang tugas ngasih ide?
 S1 : Bareng-bareng.
 P : Menurut kamu kalau ngerjain berkelompok idenya tambah banyak nggak?
 S1 : Iya.
 P : Terus nentuin idenya siapa yang mau ditulis gimana?
 S1 : Yang paling bagus.
 P : Yang idenya nggak dipake marah nggak?
 S1 : Nggak lah. Kan demi kebaikan kelompok.
 P : Yang kamu suka dari berkelompok gini apa sih?
 S1 : Seru, *Miss*. *Kakehan ndagel bocah-bocah e..*
 P : Kok malah bercandaan?
 S1 : Tapi kan tetep ngerjain. Pokoknya dibaca aja karangan kita. *Mesti ngguyu*.
 P : Wah... kalau yang nggak disuka ada nggak?
 S1 : Nggak ada. Menyenangkan kok, *Miss*.
 P : Ada konflik apa berantem-beranteman tadi?
 S1 : Nggak ada.
 P : Oh iya, tadi dikelompok ada yang nggak ikut kerja nggak?
 S1 : Nggak ada kok.
 P : Oh ya udah. Bagus.

Interview 10

- Peneliti : P
 Silvia : S9
 Lia : S10
- P : Dik, tadi gimana penjelasan tentang descriptive text nya? Paham kan?
 S9 : Iya, paham, *Miss*.
 P : Lia paham nggak?
 S10 : Paham.
 P : Tadi waktu nulis teks *descriptive* tadi Adik menemui kesulitan nggak?
 S10 : Apa ya...
 S9 : Sulit kata-katanya, *Miss*. Bingung kadang nulis ke Bahasa Inggrisnya.
 P : Oh berarti menerjemahkannya ya, Dik? Terus gimana biar tau Bahasa Inggrisnya?
 S9 : Buka kamus, *Miss*.
 P : Kalau waktu nyari ide sulit nggak?
 S9 : Nggak. Malah kebanyakan ide.
 P : Lha kalau kebanyakan gitu terus gimana?
 S9 : Didiskusiin sama temen-temen yang lain. Mereka setuju apa.
 P : Kalau ada yang idenya nggak ditulis di karangan kalian gimana? Marah nggak?
 S10 : Nggak dong. Nggak ada marah –marahan kita.
 P : Berarti aman – aman aja kan kelompoknya? Nggak berantem?
 S10 : Wah ya nggak, *Miss*.
 P : Wah pintar sekali. Yang kalian suka dari berkelompok gini apa sih, Dik?
 S10 : Seneng yo, Vi.
 S9 : Iya. Seneng, *Miss*.
 P : Yang bikin seneng apa?
 S9 : Belajar bersama-sama. Nggak bosan waktu nulis.
 S10 : Lebih enak pokoknya, *Miss*.
 P : Kalau yang nggak disukai dari berkelompok apa?
 S9 : Nggak ada. Paling kadang kita jadi sering bercanda.
 P : Lho kok malah bercanda. Nanti tugasnya nggak dikerjain dong?
 S9 : Ya dikerjain. Nanti yang bercanda terus kan diingetin ma yang lain, *Miss*.
 P : Oh jadi saling mengingatkan ya, Dik?
 S9 : Iya.
 P : Tapi nggak marah kan kalau ditegur temennya?
 S9 : Nggak.
 P : Tadi semua anggota ikut berpartisipasi nggak, Dik?
 S10 : Iya, kan udah ada tugasnya masing-masing. Yang nulis satu, terus yang lain buka kamus.
 P : Bagus... Ya udah, makasih ya.

Interview 11

- Peneliti : P
Isa : S2
- P : Dik, tadi gimana penjelasan tentang descriptive text nya? Paham nggak?
S2 : Paham, *Miss*.
P : Ada kesulitan nggak waktu disuruh bikin descriptive text?
S2 : Nggak ada sih.
P : Kalau waktu nyari ide gimana, Dik? Tambah susah apa tambah gampang?
S2 : Tambah gampang.
P : Terus menentukan ide yang dipake gimana?
S2 : Kesepakatan bersama, *Miss*.
P : Jadi didiskusiin sama teman-teman yang lain ya?
S2 : Iya.
P : Kalau yang kamu suka dari berkelompok gini apa, Dik?
S2 : Lebih santai, *Miss*.
P : Soalnya banyak temennya ya, Dik.
S2 : Iya. Kalau ngerjain sendiri-sendiri, tanya temen dikit, dikira nyontek. *Angel*.
P : Kalau yang nggak disuka ada nggak?
S2 : Ada.
P : Apa?
S2 : Kadang ada yang nggak ikut mikir, *Miss*. Nggak mau ikut buka kamus juga.
P : Oh... terus temen-temen yang lain nggak mengingatkan?
S2 : Nggak. Didiemin aja.
P : Tapi kamu sendiri ikut berpartisipasi di kelompok kan?
S2 : Iya, *Miss*. Aku yang nulis sama ikut ngasih ide juga.
P : Ada konflik nggak di kelompok?
S2 : Nggak ada sih. Paling aku nggak suka sama yang nggak ikut kerja aja.
P : Oh...

Interview 12

- Peneliti : P
Roikhan : S11
- P : Dik, tadi waktu dijelasin tentang *descriptive text* paham nggak?
S11 : Ada yang paham, ada yang nggak.
P : Yang belum paham apanya?
S11 : Yang harus ditambah 's' itu.
P : Oh... ada yang lain nggak?
S11 : Nggak. Itu aja yang bikin bingung.
P : Nah terus kalau yang nambah 's' itu belum ngerti terus waktu disuruh nulis tadi gimana?
S11 : Ya ngga apa-apa. Dikerjain aja.
P : Nggak ada kesulitan?
S11 : Ya paling bingung yang nambahin 's' itu, *Miss*.

- P : Oh... Terus waktu nulis berkelompok gitu makin mudah nyari ide nggak sih, Dik?
- S11 : Iya.
- P : Selain nyari idenya lebih mudah, keuntungan lain kalau berkelompok apa?
- S11 : Menyenangkan.
- P : Kenapa menyenangkan?
- S11 : Seneng aja mbak kalau sama temen-temen.
- P : Kalau yang nggak disuka dari berkelompok apa?
- S11 : Nggak ada.
- P : Tadi kamu dikelompok ikut serta kan waktu ngerjain tugasnya?
- S11 : Iya.
- P : Kalau teman-teman yang lain pada ikut ngerjain juga?
- S11 : Iya.
- P : Ada berantem-berantem dengan teman yang lain nggak?
- S11 : Nggak ada.
- P : Oke deh. Makasih ya, Dik.

Interview 13

- Peneliti : P
- Dhena : S12
- P : Dhena, tadi udah paham belum sama penjelasan tentang *descriptive text*?
- S12 : Paham, *Miss*.
- P : Terus tadi ada kesulitan nggak waktu disuruh nulis teks descriptivenya?
- S12 : Cuma nggak bisa kosakata aja sama bedain yang ditambah 's' atau 'es'.
- P : Ada yang lain nggak?
- S12 : Nggak ada.
- P : Terus kalau masih ada yang belum paham, tadi ngerjainnya gimana?
- S12 : Ya kan yang lain ada yang ngerti. Kan ngerjainnya bareng-bareng. Ya dipikir bareng-bareng
- P : Kalau cari idenya gimana?
- S12 : Cari idenya juga bareng-bareng.
- P : Jadi lebih gampang apa lebih susah?
- S12 : Lebih gampang *no...*
- P : Yang kamu suka dari menulis berkelompok apa sih, Dik?
- S12 : Kayak tadi itu. Jadi lebih gampang ngerjainnya.
- P : Selain itu? Seneng nggak?
- S12 : Iya seneng. Menyenangkan.
- P : Kalau yang nggak disuka ada nggak?
- S12 : Nggak ada.
- P : Semua anggota kelompok bisa berpartisipasi semua?
- S12 : Iya.
- P : Terus ada perbedaan pendapat gitu nggak?
- S12 : Sering, *Miss*.
- P : Terus berantem?
- S12 : Nggak *no....* kan dibicarakan bareng-bareng.

P : Bagus... Makasih ya, Dik.

Hari, tanggal : Kamis, 5 Mei 2011

Tempat : SMP Negeri 2 Godean

Narasumber : Guru Bahasa Inggris kelas VII (Ibu Kalbarinah, S.Pd)

Interview 14

Peneliti : P

Guru Bahasa Inggris: GBI

P : Bu, Bagaimana pendapat Ibu mengenai *action* pertemuan pertama saya tadi?

GBI : Sudah bagus, Mbak. Lancar tadi. Untuk cara mengajar mbaknya sudah nggak ada masalah.

P : Kalau untuk proses *collaborative writing*nya bagaimana, Bu?

GBI : Saya belum bisa berkomentar banyak. Tadi kan siswa cuma sebentar saja waktu melakukan *collaborative writing*. Kita lihat besok saja. untuk hari ini sudah bagus.

P : Oh, iya, Bu.

GBI : Besok masih melanjutkan yang hari ini kan?

P : Iya, Bu. Besok melanjutkan menulis. Terus langsung *peer feedback*.

GBI : Ya sudah, dilanjutkan saja. *Over all*, anak-anak sepertinya senang kok, Mbak.

P : Iya, Bu... Terimakasih.

Hari, tanggal : Senin, 9 Mei 2011

Tempat : SMP Negeri 2 Godean

Narasumber : Siswa kelas VIIC SMP Negeri 2 Godean

Interview 15

Peneliti : P

Danang : S12

P : Dik, namanya siapa?

S12 : Danang, Mbak.

P : Tadi gimana hasil tulisan kamu?

S12 : Ya gitu, Mbak.

P : Nulis apa?

S12 : Christiano Ronaldo.

P : Bisa kan? Nggak susah?

S12 : Ada yang susah.

P : Tapi kan bisa diskusi sama anggota kelompok yang lain.

S12 : Iya.

P : Waktu disuruh ngoreksi punya kelompok lain itu bisa nggak?

S12 : Bisa.

P : Berarti paham dengan panduan yang buat ngoreksi itu?

S12 : Iya, paham.

P : Bagus. Ya udah dilanjutkan istirahatnya. Makasih ya, Dik.

Interview 16

Peneliti : P

Tika : S8

P : Dik Tika, tadi gimana hasil tulisan kamu?

S8 : Bagus dong, Mbak.

P : Wah... pinter kalau gitu. Sudah paham semua berarti?

S8 : Iya.

P : Nulis apa tadi?

S8 : My Favourite Teacher.

P : Gampang kan?

S8 : Iya.

P : Kalau tadi waktu ngoreksi punya temen, bingung nggak?

S8 : Tadinya bingung, tapi kan diterangin, jadi nggak bingung lagi.

P : Berarti bisa kan make panduannya itu?

S8 : Bisa.

P : Wah... pinter. Ya udah, makasih ya, Dik.

S8 : Iya, *Miss*.

Interview 17

Peneliti : P

Taufik : S1

Isa : S2

P : Isa sama Taufik satu kelompok kan?

S1 : Iya, *Miss*.

P : Tadi gimana hasil tulisan kalian?

S1 : Bagus, *Miss*. Hehehe.

S2 : Wah. Pede.

P : Ya nggak apa-apa. Emang bagus kok ya.

S1 : Yo kan...

P : Gampang kan? Bisa ngerjainnya?

S1 : Bisa. Tapi yo nggak gampang-gampang amat, *Miss*.

P : Kalau tadi waktu ngoreksi punya temen, bisa nggak?

S1 : Bisa.

P : Isa bisa nggak?

S2 : Bisa.

P : Berarti paham ya dengan panduan tadi?

S2 : Paham.

P : Mmm... ya udah. Makasih ya, Dik.

S2 : Sama-sama, *Miss*.

Interview 18

Peneliti : P

Dewi : S7

P : Adik namanya Dewi kan?

- S7 : Iya, *Miss*.
 P : Dik, *Miss* mau tanya tadi gimana hasil tulisan Adik dan kelompok?
 S7 : Iya lumayan lah, *Miss*.
 P : Maksudnya lumayan?
 S7 : Bisa ngerjainnya.
 P : Kalau waktu ngoreksi punya temen bisa nggak?
 S7 : Bisa, kan udah diajarin dulu sebelumnya.
 P : Paham dengan panduan yang tadi itu?
 S7 : Paham.
 P : Pinter... Makasih ya, Dik.
 S7 : You're welcome, *Miss*. Hehehe.

Interview 19

- Peneliti : P
 Sigit : S13
 P : Dik namanya siapa? Gimana tadi hasil tulisan kamu?
 S13 : Sigit.
 P : Dik Sigit tadi hasil tulisannya gimana? Puas nggak?
 S13 : Puas. Kita nomor satu jadinya.
 P : Wah... iya po? Hebat.
 S13 : Hehehe.
 P : Berarti udah nggak ada kesulitan kan?
 S13 : Nggak ada.
 P : Kalau tadi waktu ngoreksi punya kelompok lain itu ada kesulitan nggak?
 S13 : Nggak ada. Kan tinggal ngikutin yang dikertas itu.
 P : Bisa make panduannya itu?
 S13 : Bisa.
 P : Oke. Berarti udah paham ya?
 S13 : Iya.
 P : Ya udah. Makasih waktunya, Dik.

Hari, tanggal : Senin, 9 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Guru Bahasa Inggris (Ibu Kalbarinah, S.Pd)

Interview 20

- Peneliti : P
 Guru Bahasa Inggris : GBI
 P : Bu, bagaimana pendapat Ibu mengenai pertemuan kedua ini?
 GBI : Oke. Jadi begini, Mbak. Kalau untuk masalah mengajar dari Mbaknya, saya sudah nggak ada komentar apa-apa. Jadi, dari cara penyampaian materi, menjelaskan tugas, dan sebagainya itu sudah jelas. Jadi siswa ngerti disuruh begini-begini. Untuk *collaborative writing*nya juga sesuai dengan harapan kita. Anak-anak lebih tertarik untuk belajar dan mengerjakan tugas dengan berkelompok seperti itu. Apalagi mereka kan yang memilih teman kelompoknya sendiri. Jadi mereka tahu klop nya

- itu sama siapa. Kalau menurut mbak gimana?
- P : Iya menurut saya juga begitu, Bu. Kalau mereka ditempatkan dengan teman yang tidak mereka suka bisa jadi nggak berjalan proses kolaboratifnya.
- GBI : Iya. Selain itu nggak ada yang ngantuk dikelas tadi.
- P : Emang biasanya pada ngantuk, Bu?
- GBI : Waduh, Mbak. Nggak cuma ngantuk, yang belakang itu kadang tidak mendengarkan kalau diterangin malah dengerin MP3 pake *headset*. Dikira saya nggak tahu. Kadang saya diemin aja. Tapi kalau udah ngganngu temen sebelahnya, saya rampas HPnya.
- P : Tapi tadi sepertinya nggak ada, Bu?
- GBI : Iya nggak ada. Soalnya mereka kan ada kegiatan. Jadi sibuk diskusi dengan temannya. Sibuk buka kamus. Sekalipun nggak ikut buka kamus, mereka ikut nimbrung bicara. Yah... kasih-kasih ide dikit lah. Jadi lupa ngantuknya.
- P : Hehehe. Iya ya, Bu.
- GBI : Ya sampai saat ini sudah terlihat lah kalau *collaborative wrtitingnya* membawa pengaruh positif buat siswa.
- P : Kalau yang masih perlu diperbaiki lagi dibagian mana, Bu?
- GBI : Oh ya... Saya melihat dari kemarin sama hari ini, motivasi tiap anggota itu berbeda, Mbak. Ya sebenarnya ini wajar. Tiap anak kan beda-beda. Jadi ada anggota kelompok yang cuma manut saja. Kontribusi di kelompok itu kurang. Mereka berpikiran, yang penting temen saya sudah ada yang ngerjain. Yang penting kelompok saya ngumpulin. Begitu saja.
- P : Oh... begitu ya, Bu...
- GBI : Iya... Coba dibikin kompetisi. Biasanya kalau ada kompetisi antar kelompok, nanti mereka akan lebih semangat; semangat ngerjainnya, semangat ikut serta juga. Mereka suka itu kalau begitu.
- P : Kalau untuk proses *peer feedback* sendiri gimana?
- GBI : Berjalan dengan baik. Tadi kan Mbaknya menjelaskan dulu cara memberikan *feedback* itu bagaimana. Terus juga diberikan panduan. Walaupun ini pengalaman pertama buat mereka, tapi mereka bisa melakukannya dengan baik. Selain itu, masukan saya yang kemarin agar istilah-istilah Bahasa Inggris itu jangan digunakan saja, Mbak juga mengikuti. Jadi kan siswa gampang memahami maksudnya. Kalau pake istilah-istilah itu kadang anak-anak malah bingung, Mbak. Nah, sebenarnya *peer feedback* ini juga sangat membantu siswa lho, Mbak. Biasanya kita kan tahunya kalau *peer feedback* itu nanti hasil akhirnya lebih bagus. Padahal selain itu, siswa yang ngasih *feedback* itu juga bisa mendapatkan benefit. Siswa itu malah belajar lebih dari memberikan *feedback*. Sekarang begini, kalau anak mau mengatakan kalimat ini salah, bearti dia harus tahu kenapa salah, terus apa yang benar. Untuk bilang itu salah atau benar, mereka pasti buka buku atau tanya sama kita.
- P : Oh iya, Bu. tadi juga sebagian anak tanya, kalau yang begini benar apa

- salah, *Miss*. Nanti saya jelasin lagi ke mereka.
- GBI : Nah iya begitu. Kalau begitu kan tanpa sadar mereka belajar *tho*, Mbak.
- P : Iya, Bu.
- GBI : Terus kalau untuk besok gimana?
- P : Besok saya masih ada satu *meeting* lagi untuk yang *Cycle* satu ini, Bu.
- GBI : Berarti tinggal revisi kan siswanya?
- P : Iya.
- GBI : Nanti dilihat dari hasil tulisan siswa, yang masih perlu ditingkatkan apanya. Kadang mereka bilang paham-paham, tapi sebenarnya nggak paham. Tapi kalau dilihat dari hasil tulisan mereka kan bisa ketahuan, mana yang masih kurang.
- P : Iya, Bu. Berarti koreksi untuk saat ini cuma motivasi siswa itu ya, Bu.
- GBI : Iya, coba nanti dipikirkan gimana caranya.
- P : Iya sudah, Bu. Buat hari ini, ini saja dulu yang saya tanyakan. Terimakasih banyak, Bu.
- GBI : Sama-sama. Kalau perlu konsultasi atau apa, langsung menemui saya saja.

Hari, tanggal : Rabu, 11 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Siswa kelas VII C

Interview 21

- Peneliti : P
- Sri : S6
- Dewi : S7
- Dian : S14
- P : Adik-adik ini satu kelompok kan?
- S6 : Iya, *Miss*.
- P : Tadi dikertasnya dikasih masukan apa aja sama kelompok lain?
- S6 : Banyak, *Miss*. Ada kata-kata yang salah gitu.
- P : Bisa diterima nggak masukannya?
- S7 : Bisa.
- P : Yang lainnya?
- S6 dan S14 : Bisa.
- S6 : Kan biar lebih baik lagi tulisannya.
- P : Berarti masukan dari temen itu membantu ya, Dik?
- S6 : Membantu sekali, *Miss*.
- P : Terus tadi gimana sama hasil akhirnya yang dikumpulin itu?
- S7 : Yang salah-salahnya udah dibenerin.
- P : Berarti jadi lebih baik nggak kalau gitu?
- S7 : Lebih baik, *Miss*.
- P : Oke deh. Makasih ya, Dik buat waktunya.
- S6 : Iya, *Miss*.

Interview 22

- Peneliti : P
 Adella : S5
 P : Hallo, Dik. *Miss* mau tanya-tanya sedikit boleh?
 S5 : Iya, *Miss*.
 P : Adik kelompoknya sama siapa aja?
 S5 : Sama Umi sama Vivi
 P : Tadi masukan dari kelompok lain yang diberikan buat kelompok Adik banyak nggak?
 S5 : Nggak.
 P : Masukannya bisa diterima semua? Apa ada yang nggak terima?
 S5 : Diterima kok, Mbak. Kalau ada yang kita pikir bener kok disalahin, kan nanti kita tanya sama Mbaknya dulu.
 P : Iya, pinter. Menurut kamu masukan dari temen itu membantu nggak, Dik?
 S5 : Membantu.
 P : Bisa jadi lebih baik gitu?
 S5 : Iya.
 P : Jadi hasil akhir yang dikumpulin itu sudah lebih baik dari yang awal nulis kemarin dong?
 S5 : Ya iya. Kan yang salah udah dibenerin tadi.
 P : Sip. Ya udah Dik. Segini dulu tanya-tanya nya. Makasih banyak.
 S5 : Sama-sama, Mbak.

Interview 23

- Peneliti : P
 Asri : S15
 P : Adik maaf mengganggu. Namanya siapa?
 S15 : Asri, *Miss*.
 P : Asri, *Miss* mau tanya – tanya sedikit boleh ya?
 S15 : Iya, *Miss*.
 P : Tadi habis ngoreksi punya karangan dari kelompok lain kan?
 S15 : Iya.
 P : Kalau karangan kamu dapat koreksian dan masukan apa?
 S15 : Disuruh lebih teliti katanya, *Miss*.
 P : Bisa diterima masukkannya?
 S15 : Bisa.
 P : Nggak ada yang mau diprotes?
 S15 : Nggak ada.
 P : Menurut kamu masukan yang diberikan dari kelompok lain itu bermanfaat nggak?
 S15 : Bermanfaat.
 P : Apa manfaatnya?
 S15 : Ya kan kita diingetin yang salah-salah.
 P : Kalau yang salah-salah udah dibenerin, artinya tadi hasil akhir yang dikumpulin ke *Miss* itu lebih baik dari yang kemarin dong?
 S15 : Yang kemarin itu?

- P : Iya.
 S15 : Iya lebih baik.
 P : Nilainya juga harus lebih baik ya, Dik..
 S15 : Hehehe iya itu kan *Miss* yang ngasih.
 P : Ya udah, makasih ya, Dik. Silakan kalau mau istirahat.
 S15 : Sama-sama.

Interview 24

- Peneliti : P
 Tiwi : S16
 P : Dik tiwi, mau tanya sedikit boleh?
 S16 : Iya, *Miss*.
 P : Tadi dikasih masukan apa aja sama kelompok lain?
 S16 : Yang komentar itu?
 P : Ya semuanya.
 S16 : Macem-macem. Ada yang kurang 's'. Masih nggak teliti.
 P : Masukannya bisa kamu terima semua nggak?
 S16 : Iya bisa. Emang punya saya yang salah kok, *Miss*.
 P : Terus menurut kamu masukan dari temen seperti itu berguna nggak sih?
 S16 : Berguna. Kayak tadi itu, punya saya yang tadinya salah, terus dibenerin dulu sebelum dikumpulin kan jadi berguna.
 P : Wah... pinter, salahnya harus lebih sedikit dari yang kemarin ya, Dik.
 S16 : Iya, *Miss*. Hehehe.
 P : Ya udah dulu deh. Makasih banyak ya, Dik.
 S16 : Sama-sama, *Miss*.

Hari, tanggal : Rabu, 11 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Guru Bahasa Inggris (Ibu Kalbarinah, S.Pd)

Interview 25

- Peneliti : P
 Guru Bahasa Inggris : GBI
 P : Ibu, menurut Ibu, proses terakhir tadi yang *revision* itu gimana?
 GBI : Nggak ada masalah, Mbak. *Alhamdulillah* saya melihatnya lancar. Hari ini diskusinya semakin menarik kelihatannya. Mereka pada mikir, ini yang salah ini harusnya apa. Makanya tadi siswa berantusias buat tanya-tanya terus tho, mbak.
 P : Iya, Bu. Saya sampe bingung.
 GBI : Berarti mereka punya keinginan buat lebih baik.
 P : Iya, Bu. Jadi pendapat ibu mengenai *collaborative writing* secara keseluruhan ini apa, Bu?
 GBI : Ini jelas membawa pengaruh positif dan *improvement* buat siswa. Seperti yang saya ceritakan kemarin, yang ngantukan jadi nggak ngantuk, mereka lebih *enjoy*, semakin semangat juga sepertinya hari ini. Banyak positifnya, Mbak.

- P : Oh iya, Bu. Hari ini segini dulu. Terimakasih banyak.
 GBI : Oh *nggih... nggih*. Terus kapan mau ada pertemuan lagi.
 P : Nanti saya sama Ibu refleksi implementasi dari *cycle* satu dulu, Bu.
 GBI : Ya sudah, nanti dinilai semua dulu pekerjaan siswa. Kalau sudah, sms saya. Kita atur jadwalnya lagi.
 P : Iya, Bu.

Hari, tanggal : Senin, 23 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Siswa kelas VIIC SMP Negeri 2 Godean

Interview 26

- Peneliti : P
 Tiwi : S16
 P : Dek, boleh ganggu sebentar?
 S16 : Iya, *Miss*.
 P : Tapi tadi waktu dikasih soal-soal itu kamu ikut angkat tangan nggak?
 S16 : Angkat tangan terus, *Miss*, tapi nggak ditunjuk-tunjuk.
 P : Kurang cepet tadi.
 S16 : Udah tak cepetin lho, *Miss*. Tapi masih tetep aja kalah.
 P : Seru ya tadi.
 S16 : Iya. Rame. Kayak ikut kuis, *Miss*.
 P : Jadi semangat belajar nggak?
 S16 : Iya.
 P : Kalau balapan jawab pertanyaannya semangat, ngerjain tugasnya semangat juga nggak?
 S16 : Ya semangat. Biar nilainya nggak kalah sama kelompok lain.
 P : Temen-temen di kelompok adik yang lain gimana? Jangan-jangan yang semangat ngerjain tugasnya cuma kamu?
 S16 : Enggak kok, *Miss*. ngerjain semuanya.
 P : Bagus. Tetep semangat terus ya ngerjainnya. Jangan loyo.
 S16 : Hehe. Iya, *Miss*.
 P : Oke, makasih ya Dek.

Interview 27

- Peneliti : P
 Isa : S2
 P : Permisi, Dek. Boleh tanya-tanya sebentar?
 S2 : Iya, *Miss*.
 P : Dek, tadi waktu dikasih soal-soal ada kesulitan nggak?
 S2 : Nggak ada.
 P : Bisa dong ya. Kan kelompok kamu nilainya paling banyak.
 S2 : Iya dong. Hehehe.
 P : Semangat nggak waktu dilombain sama kelompok lain?
 S2 : Wah ya jelas.
 P : Seneng nggak sama pelajaran hari ini?

- S2 : Seneng banget. Besok-besok begini lagi aja, *Miss*.
 P : Bagus deh. Makasih banyak ya, Dek?

Interview 28

- Peneliti : P
 Danang : S12
 P : Dek tadi seneng nggak dilombain sama kelompok lain?
 S12 : Seneng.
 P : Kelompok kamu kan yang juara dua ya?
 S12 : Iya.
 P : Kamu sebenarnya pintar lho, Dek. Buktinya tadi bisa jawab terus. Kemarin-kemarin kok diem aja kalau ditanya?
 S12 : Nggak apa2.
 P : Lebih semangat ya tadi buat jawab pertanyaannya?
 S12 : Iya.
 P : Kalau temen-temen kamu semangat juga nggak?
 S12 : Ya... semangat.
 P : Ya udah, makasih ya, Dek.

Interview 29

- Peneliti : P
 Silvia : S9
 P : Dek, maaf boleh tanya-tanya sebentar?
 S9 : Boleh, *Miss*.
 P : Dek udah paham sama penjelasan tadi?
 S9 : Paham.
 P : Masih ada yang bingung?
 S9 : Nggak ada.
 P : Menurut kamu, tadi waktu dilombain dengan kelompok lain gitu bikin semangat buat jawab nggak, dek?
 S9 : Semangat, *Miss*. Tapi kelompokku kalah.
 P : Kurang semangat tuh berarti.
 S9 : Dasarnya emang kalah sama kelompok lain aja, *Miss*.
 P : Eh ya nggak boleh putus asa gitu. Besok berarti harus lebih semangat, lebih berani buat jawab pertanyaannya. Kalau waktu nulis descriptive textnya itu kamu dan kelompok tetep semangat apa udah nggak tertarik buat ngerjain?
 S9 : Iya, *Miss*.
 P : Jadi pelajaran hari ini menyenangkan ya, Dek?
 S9 : Iya. Menyenangkan.
 P : Ya udah. Thank you ya.

Interview 30

- Peneliti : P
 Taufik : S1
 P : Dik, selamat ya tadi juara satu.

- S1 : Wah.. iya, Mbak.
P : Keren tadi bisa jawab semua.
S1 : Hehehehe.
P : Menurut kamu, kalau dibikin lomba kayak tadi jadi tambah semangat buat belajar nggak, Dek?
S1 : Iya, *Miss*. Seru banget.
P : Temen-temen kelompok kamu juga semangat apa kamu doang?
S1 : Semuanya semangat.
P : Jadi pelajaran hari ini menyenangkan nggak?
S1 : Menyenangkan, Mbak. Setiap hari udah menyenangkan terus kok.
P : Oh... Ngomong-ngomong, penjelasan present tensenya udah paham belum?
S1 : Udah.
P : Masih ada yang bingung nggak?
S1 : Nggak ada.
P : Good. Oke, makasih ya, Dek.

Interview 31

- Peneliti : P
Dian : S14
P : Dek Dian, boleh tanya-tanya sebentar?
S14 : Iya, *Miss*.
P : Dek tadi diterangin present tense itu udah paham belum?
S14 : Paham.
P : Ada yang masih bingung?
S14 : Nggak ada.
P : Terus menurut kamu pelajaran hari ini ada yang beda nggak dibanding dengan pelajaran sebelumnya?
S14 : Beda.
P : Apanya yang beda?
S14 : Ada lombanya, *Miss*.
P : Seneng nggak?
S14 : Seneng banget.
P : Kalau dikasih lomba gitu tambah semangat apa cuma bikin capek doang Dek?
S14 : Bikin semangat.
P : Waktu ngerjain tugas nulis descriptive itu juga semangat nggak?
S14 : Iya.
P : Kalau temen-temen yang lain gimana? Ikut semangat ngerjain apa nggak?
S14 : Ikut ngerjain.
P : Lebih seneng hari ini apa kemarin Dek?
S14 : Ya jelas hari ini. Besok dilomba-lomba lagi aja, *Miss*.
P : Hehe... Ya kan tiap hari kalian kan emang lomba sama temen-temennya buat dapat nilai terbaik.
S14 : Iya, *Miss*.

Hari, tanggal : Senin, 23 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Guru Bahasa Inggris Kelas VIIC

Interview 32

Peneliti : P

Guru Bahasa Inggris : GBI

P : Kalau waktu mengerjakan tugasnya bagaimana, Bu?

GBI : Anak-anak lebih termotivasi untuk mengerjakan tugas-tugasnya. Karena mereka kan bisa langsung tahu nilai yang sudah mereka dapatkan berapa, terus dibandingkan dengan teman yang lain. Jadi mereka berlomba-lomba biar nilainya itu jadi paling bagus.

P : Iya ya, Bu. Tadi anak-anak antusias sekali buat jawab pertanyaan. Terus sorak-sorak anak-anak itu ramai sekali, Bu. Saya sampe takut mengganggu kelas lain.

GBI : Wah nggak apa-apa, Mbak. Ramai karena pelajaran itu nggak apa-apa. Kalau ramainya itu main-main, baru nggak boleh.

P : Kalau mengenai proses *collaborative writing* yang dilakukan siswa bagaimana, Bu?

GBI : Kemarin kan saya bilang kalau ada beberapa siswa yang nggak bersemangat buat ikut ngerjain tugas kelompok mereka, nah buat pertemuan hari ini, saya mengamati beberapa kelompok dan sudah ada peningkatan. Mereka yang kemarin cuma diam saja dikelompok, seperti Rizal, hari ini mau ikut mikir. Dia juga ngasih ide, bahkan tadi juga ikut angkat tangan waktu dikasih pertanyaan.

P : Iya, Bu. Tadi juga saya kaget tumben-tumbennya Rizal mau ngikutin pelajaran. Biasanya dia itu acuh, nggak peduli walaupun ada gurunya.

GBI : Guru-guru juga sudah malas sama dia, mbak. Biasanya saya diemin. Mau apa aja terserah. Buang tenaga kalau cuma ngurusin dia.

P : Danang itu juga sebenarnya ngerti, Bu. Saya baru tahu tadi. Setiap kali dikasih pertanyaan, dia selalu angkat tangan, dan selalu bener jawabannya.

GBI : Danang itu yang duduknya didepan Rizal?

P : Iya, Bu.

GBI : Dia itu kan bertemannya sama Rizal itu. Jadi ikut-ikut nakal, tapi nilainya lumayan.

P : Kalau perkembangan kelompok lain bagaimana, Bu?

GBI : Jelas lebih baik dari yang kemarin, Mbak. Ide-ide mereka juga lebih bervariasi. Cara mereka bekerjasama juga nggak seperti kemarin. Kalau kemarin kan masih awal, jadi masih ribut nggak ada yang mau nulis. Terus ada yang diem aja yang ikut diskusi. Hari ini bahkan semua kelompok saya lihat berdiskusi. Terus yang merasa kemarin bertugas menulis, langsung menulis. Nggak perlu disuruh-suruh sama temen-temennya kayak kemarin.

P : Alhamdulillah, Bu. kalau hari ini sudah lebih baik dari yang kemarin.

GBI : Ya saya juga bersyukur, Mbak.

Hari, tanggal : Kamis, 26 Mei 2011

Tempat : SMP Negeri 2 Godean

Narasumber : Siswa kelas VIIC

Interview 33

Peneliti : P

Taufik : S1

Isa : S2

P : Dek, gimana tadi ngerjain *descriptive textnya*? Lancar?

S1 : Lancar jaya, Mbak.

P : Nulis apa tadi?

S1 : *Alligator*.

P : Wah ngeri.

S1 : Idenya Isa tuh.

S2 : Kan biar sangar, Mbak.

P : Ya ya. Waktu ngerjain tadi bisa kerjasama dengan baik?

S1 : Iya, bisa.

P : Kemarin kata Isa ada yang nggak mau ngerjain.

S1 : Oh. Tadi ikut ngerjain kok, Mbak. Yo, Sa?

S2 : Iya.

P : Ngapain tadi?

S2 : Ya...ngasih tau *alligator* tu gimana.

S1 : Dia takut kalau ditunjuk lagi kayaknya, *Miss*.

P : Oh jadi ikut diskusi gitu. Terus masih ada masalah lain dikelompok nggak?

S2 : Nggak ada kayaknya.

P : Menurut Taufik gimana? Ada masalah lain nggak?

S1 : Nggak ada.

P : Oh ya sudah. Makasih ya. Dek.

Interview 34

Peneliti : P

Sri : S6

P : Dik, permisi ya, mau wawancara sebentar.

S6 : Iya, *Miss*.

P : Dikelompok Adik tadi ada masalah nggak?

S6 : Nggak ada.

P : Terus tadi bisa bekerjasama dengan baik dikelompok?

S6 : Iya, bisa.

P : Tugasnya masih dibagi-bagi kayak kemarin?

S6 : Iya. Ada yang nulis, ada yang buka kamus, sama kayak kemarin.

P : Berarti semua anggota nggak ada yang cuma diem aja kan?

S6 : Nggak ada.

P : Ya sudah, bagus. Lanjutkan, Dek.

S6 : Iya, *Miss*.

Interview 35

Peneliti : P

Sigit : S13

P : Dik, namanya Sigit?

S13 : Iya, *Miss*.

P : Boleh tanya-tanya sebentar ya?

S13 : Iya.

P : *Descriptive text*nya tadi tentang apa?

S13 : Ikan.

P : Oh. Ada kesulitan nggak waktu nulis tadi?

S13 : Nggak ada.

P : Terus dikelompok bisa bekerjasama dengan baik nggak?

S13 : Bisa.

P : Kalau pembagian tugasnya? Masih dibagi-bagi kayak dulu?

S13 : Iya, dibagi-bagi.

P : Semua anggota di kelompok kamu ikut ngerjain tugasnya nggak?

S13 : Ngerjain semua kok.

P : Ya udah, bagus. Makasih ya, Dik.

Interview 36

Peneliti : P

Dewi : S7

P : Dik, tadi kok tumben saya datang udah langsung duduk berkelompok. Disuruh ketuanya?

S7 : Nggak. Tadi liat kelompoknya Isa udah pada berkelompok, terus udah pada mulai ngerjain yang mau dikerjain nanti, terus temen-temen yang lain ikutan.

P : Wah... pinter. Belum disuruh untuk diskusi udah punya kesadaran sendiri.

S7 : Hehehe. Ya kan udah bisa ditebak, *Miss*. hari ini pasti ngelanjutin yang kemarin.

P : Iya harusnya udah ngerti, kan kemarin-kemarin juga gitu. Terus tadi dikelompok bisa bekerjasama dengan baik nggak?

S7 : Bisa.

P : Ada masalah dikelompok nggak?

S7 : Nggak ada.

P : Berarti nggak ada yang nggak kerja di kelompok kan?

S7 : Nggak ada. Semuanya ikut ngerjain.

P : Bagus.

Interview 37

Peneliti : P

Dhena : S4

P : Dek, boleh tanya-tanya sebentar ya?

S4 : Iya, *Miss*.

- P : Tadi ada apa kok waktu saya masuk udah duduk berkelompok?
 S4 : Hehehe. Nggak ada apa-apa. Liat temen-temen yang lain sudah berkelompok, ya kita juga ikut berkelompok.
 P : Ngapain aja tadi sebelum saya datang?
 S4 : Diskusi sama temen-temen.
 P : Bagus. Nggak perlu nunggu perintah ya, Dek. Tadi ada kesulitan nggak?
 S4 : Nggak ada.
 P : Dikelompok nggak ada masalah juga kan?
 S4 : Nggak ada.
 P : Semua anggotanya ikut kerja nggak dek?
 S4 : Kerja semua. Ikut diskusi semuanya.
 P : Bagus. Lanjutkan begitu ya.
 S4 : Iya. *Miss*.

Interview 38

- Peneliti : P
 Adela : S3
 P : Dek, tadi sebelum Bahasa Inggris nggak ada pelajaran po?
 S3 : Ada.
 P : Kok tadi saya datang udah pada mulai diskusi?
 S3 : Ya ngelanjutin yang kemarin, *Miss*. Habis bel ganti pelajaran, kita langsung ngelanjutin yang kemarin.
 P : Wah pinter. Dikelompok tadi ada masalah nggak?
 S3 : Nggak ada.
 P : Bisa kerjasama dengan baik ya?
 S3 : Iya.
 P : Tugas-tugasnya masih dibagi-bagi kayak yang kemarin?
 S3 : Iya, masih tetep.
 P : Berarti semua temen-temen dikelompok ikut kerja kan? Nggak ada yang cuma ngikut doang?
 S3 : Iya.
 P : Oke deh. Makasih ya, dek.

Hari, tanggal : Kamis, 26 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Guru Bahasa Inggris Kelas VIIC

Interview 39

- Peneliti : P
 Guru Bahasa Inggris : GBI
 P : Bu, bagaimana dengan pertemuan hari ini?
 GBI : Wah menyenangkan sekali, Mbak liat anak-anak antusias buat ngikutin pelajaran. Tadi waktu kita masuk itu anak-anak malah sudah siap dengan kelompoknya masing-masing walaupun belum ada instruksi dari mbaknya. Pasti mereka tahu kalau hari ini mereka akan melanjutkan

- draft* yang kemarin, jadi mereka tadi sudah mendiskusikan mau melanjutkan apa.
- P : Iya, Bu. Saya pikir apa pelajaran sebelumnya juga disuruh berkelompok begitu, apa malah kosong. Ternyata nggak. Memang inisiatif mereka buat langsung berkelompok.
- GBI : Artinya siswa semakin semangat buat mengikuti pelajaran.
- P : Iya, Bu. Tadi saya juga tanya sama Isa. Kemarin dia yang mengeluh kalau ada temennya yang nggak ikut serta dikelompok. Katanya hari ini udah nggak ada masalah. Teman-teman dikelompoknya ikut kerja semua.
- GBI : Iya. Saya juga tadi sempet melihat kelompok1 yang pojok depan itu.. memang biasanya siapa ya itu namanya yang kecil itu, Andri apa Ardi...
- P : Ardian, Bu.
- GBI : Nah iya. Ardian itu cuma senderan di tembok. Sekarang udah ikut diskusi juga tadi. Awalnya mungkin gara-gara dia takut pas ditunjuk, tersu nggak bisa jawab. Tapi lama-lama dia ikut diskusi terus.
- P : Kalau kelompok lain bagaimana, Bu?
- GBI : Kelompok lain nggak masalah. Yang perempuan-perempuan itu memang tidak ada masalah dari awal. Yang laki-laki sekarang sudah berubah dari yang tadinya cuma ngikut temannya saja, sekarang mulai ikut kerja.
- P : Iya, Bu. Akhirnya kelihatan peningkatannya.
- GBI : Ya tinggal dilanjutkan saja besok pertemuan terakhir to?
- P : Iya, Bu.
- GBI : Semoga sesuai sama apa yang diharapkan.

Hari, tanggal : Senin, 30 Mei 2011
 Tempat : SMP Negeri 2 Godean
 Narasumber : Siswa Kelas VIIC

Interview 40

- Peneliti : P
 Silvia : S9
- P : Dek, tadi udah bisa kan ngoreksi punya kelompok lain?
- S9 : Bisa. Kan kemarin udah diajarin.
- P : Nggak diajarin lagi tapi masih inget kan?
- S9 : Iya.
- P : Waktu ngoreksi punya teman tadi masih banyak yang salah nggak?
- S9 : Ada dikit doang.
- P : Kalau punya kamu sendiri banyak yang salah nggak?
- S9 : Nggak.
- P : Cuma sedikit?
- S9 : Iya.
- P : Kalau dibandingin sama yang dulu, banyak mana salahnya?
- S9 : Ya banyak yang dulu, Mbak.
- P : Oh ya sudah. Bagus kalau begitu.

Interview 41

Peneliti : P

Isa : S2

P : Dek tadi masih bisa kan ngoreksi tulisan punya kelompok lain?

S2 : Bisa.

P : Nggak ada kesulitan?

S2 : Nggak ada.

P : Tulisan yang tadi kamu koreksi banyak salahnya nggak?

S2 : Lumayan.

P : Kalau tulisan kamu sendiri, masih banyak salahnya nggak?

S2 : Nggak begitu banyak.

P : Kalau dibandingin sama tulisan kamu yang minggu kemarin, yang sekarang lebih banyak salahnya ngga?

S2 : Kayaknya sih lebih sedikit.

P : Lho kok kayaknya?

S2 : Lupa yang kemarin sih.

P : Owalah. Terus gimana tadi sama hasil akhir yang dikumpulin?

S2 : Ya lebih bagus.

P : Yakin lebih bagus ya? Berarti nilainya juga harus lebih tinggi dari yang kemarin.

S2 : Iya yakin. Haha.

P : Ya sudah Dek. Makasih ya.

Interview 42

Peneliti : P

Dhena : S4

P : Dek Dhena, kelompoknya sama siapa aja?

S4 : Sama Ayu, Linda, Ria.

P : Tadi ada kesulitan nggak waktu ngoreksi tulisan punya kelompok lain?

S4 : Nggak ada.

P : Sudah bisa kan? Kan minggu kemarin udah pernah.

S4 : Iya.

P : Tulisan yang kamu koreksi tadi banyak salahnya nggak?

S4 : Ada tapi nggak banyak.

P : Kalau yang salah di present tensenya masih banyak?

S4 : Nggak.

P : Punya kamu sendiri masih banyak salahnya?

S4 : Nggak.

P : Lebih sedikit dari yang minggu kemarin?

S4 : Iya.

P : Wah... bagus. Terus kalau yang tadi dikumpulin ke saya gimana? Lebih bagus dari yang kemari nggak?

S4 : Lebih bagus.

P : Kenapa kok lebih bagus?

S4 : Feeling aja, *Miss*. Bagus yang ini.

P : Hehe. Ya sudah, makasih ya, Dik.

Interview 43

Peneliti : P

Amilia : S6

P : Dek, permisi. Boleh wawancara sebentar ya?

S6 : Iya, *Miss*.

P : Dek tadi kelompoknya sama siapa aja?

S6 : Asri sama Yeni.

P : Ada kesulitan nggak tadi waktu ngoreksi tulisan kelompok lain?

S6 : Nggak ada.

P : Bisa ya? Kan minggu kemarin udah pernah.

S6 : Iya.

P : Tulisan yang tadi kamu koreksi itu udah bagus belum?

S6 : Bagus.

P : Ada banyak salahnya nggak?

S6 : Nggak.

P : Kalau present tense nya masih ada yang salah nggak?

S6 : Ada tadi.

P : Banyak nggak?

S6 : Nggak sih. Cuma kurang-kurang dikit.

P : Kalau tulisan kamu sendiri masih banyak salahnya nggak?

S6 : Nggak sih, sedikit doang.

P : Kalau dibandingin sama tulisan yang minggu kemarin itu, yang tadi kumpulin lebih baik apa sama aja?

S6 : Lebih baik.

P : Bagus. Berarti nanti nilainya lebih baik juga ya.

S6 : Amin.

P : Ya sudah, Dek. Makasih banyak ya.

Interview 44

Peneliti : P

Adela : S3

P : Dek, maaf ganggu. Boleh wawancara sebentar ya?

S3 : Iya, *Miss*.

P : Dek Adela kan? Tadi kelompoknya sama siapa aja?

S3 : Ini, sama Vivi, Umi.

P : Tadi bisa nggak waktu ngoreksi tulisan kelompok lain?

S3 : Bisa.

P : Terus tulisan yang kamu koreksi tadi ada banyak salahnya nggak?

S3 : Nggak begitu banyak si, *Miss*.

P : Kalau yang salah di present tense nya masih banyak nggak?

S3 : Nggak. Cuma sedikit.

P : Punya kamu sendiri? Banyak yang salah?

S3 : Ya segitu, *Miss*. Nggak banyak-banyak amat.

P : Menurut kamu, hasil akhir yang dikumpulin ke saya itu lebih bagus dari yang kemarin apa nggak?

S3 : Lebih bagus... hehehe.

Hari, tanggal : Senin, 30 Mei 2011
Tempat : SMP Negeri 2 Godean
Narasumber : Guru Bahasa Inggris kelas VIIC

Interview 45

Peneliti : P

Guru Bahasa Inggris : GBI

P : Action hari ini gimana, Bu?

GBI : Saya sudah nggak ada komentar buat hari ini. Karena semuanya sudah bagus, Mbak. Siswa kan sudah semakin bersemangat dalam mengerjakan tugasnya. Tapi nanti dilihat nilai mereka ada peningkatan juga nggak.

P : Ya nanti saya koreksi dulu, Bu.

GBI : Yan anti kita bicarakan lebih lanjut waktu refleksi saja. Sekalian membandingkan hasil awal sama akhirnya.

P : Oh ya sudah kalau begitu, Bu.

Appendix 4

TABEL OBSERVASI SIKLUS I PERTEMUAN 1

Berilah penilaian Anda dengan memberi tanda cek (√) pada kolom yang sesuai!

	Aspek yang Diamati	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
Aktivitas Guru						
1.	Kemampuan guru dalam membuka pelajaran				√	
2.	Ketepatan dan kebenaran materi yang diajarkan					√
3.	Keruntutan penyampaian bahan ajar					√
4.	Kemampuan guru dalam membimbing siswa saat mengerjakan latihan			√		
5.	Kemampuan guru dalam menerapkan <i>collaborative writing</i>				√	
6.	Peran guru dalam memotivasi siswa dalam diskusi kelompok			√		
7.	Kemampuan guru dalam mengelola kelas			√		
8.	Penggunaan bahasa dan gerak			√		
9.	Kemampuan guru dalam berinteraksi dengan siswa				√	
10.	Kemampuan guru dalam menutup pelajaran				√	
Aktivitas Siswa						
1.	Perhatian siswa terhadap penjelasan guru				√	
2.	Kemampuan siswa dalam melakukan usaha bersama untuk menyelesaikan tugas (<i>sharing responsibility</i>)		√			
3.	Tingkat partisipasi setiap siswa dalam berdiskusi/bekerja sama dalam kelompok (<i>mutual interaction</i>)		√			
4.	Peran siswa dalam memberikan pendapat/gagasan, pandangan, dan keahlian dalam diskusi kelompok (<i>sharing resources</i>)		√			
5.	Kemampuan siswa dalam menganalisis masalah/soal untuk mencari cara penyelesaian (<i>decision making</i>)			√		
6.	Kelancaran siswa dalam mengerjakan latihan				√	
7.	Semangat siswa selama pembelajaran berlangsung			√		
8.	Keaktifan siswa selama pelajaran		√			
9.	Kesukaan siswa mengikuti pembelajaran <i>collaborative writing</i>				√	
10.	Kepedulian siswa dalam mengikuti pembelajaran <i>collaborative writing</i>			√		

Yogyakarta, 5 Mei 2011
Guru Bahasa Inggris

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

TABEL OBSERVASI SIKLUS I PERTEMUAN 2

Berilah penilaian Anda dengan memberi tanda cek (√) pada kolom yang sesuai!

	Aspek yang Diamati	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
Aktivitas Guru						
1.	Kemampuan guru dalam membuka pelajaran				√	
2.	Ketepatan dan kebenaran materi yang diajarkan					√
3.	Keruntutan penyampaian bahan ajar					√
4.	Kemampuan guru dalam membimbing siswa saat mengerjakan latihan				√	
5.	Kemampuan guru dalam menerapkan <i>collaborative writing</i>				√	
6.	Peran guru dalam memotivasi siswa dalam diskusi kelompok					√
7.	Kemampuan guru dalam mengelola kelas			√		
8.	Penggunaan bahasa dan gerak				√	
9.	Kemampuan guru dalam berinteraksi dengan siswa				√	
10.	Kemampuan guru dalam menutup pelajaran				√	
Aktivitas Siswa						
1.	Perhatian siswa terhadap penjelasan guru					√
2.	Kemampuan siswa dalam melakukan usaha bersama untuk menyelesaikan tugas (<i>sharing responsibility</i>)				√	
3.	Tingkat partisipasi setiap siswa dalam berdiskusi/bekerja sama dalam kelompok (<i>mutual interaction</i>)		√			
4.	Peran siswa dalam memberikan pendapat/gagasan, pandangan, dan keahlian dalam diskusi kelompok (<i>sharing resources</i>)		√			
5.	Kemampuan siswa dalam menganalisis masalah/soal untuk mencari cara penyelesaian (<i>decision making</i>)			√		
6.	Kelancaran siswa dalam mengerjakan latihan				√	
7.	Semangat siswa selama pembelajaran berlangsung				√	
8.	Keaktifan siswa selama pelajaran		√			
9.	Kesukaan siswa mengikuti pembelajaran <i>collaborative writing</i>				√	
10.	Kepedulian siswa dalam mengikuti pembelajaran <i>collaborative writing</i>				√	

Yogyakarta, 9 Mei 2011
Guru Bahasa Inggris

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

TABEL OBSERVASI SIKLUS I PERTEMUAN 3

Berilah penilaian Anda dengan memberi tanda cek (√) pada kolom yang sesuai!

	Aspek yang Diamati	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
Aktivitas Guru						
1.	Kemampuan guru dalam membuka pelajaran				√	
2.	Ketepatan dan kebenaran materi yang diajarkan					√
3.	Keruntutan penyampaian bahan ajar					√
4.	Kemampuan guru dalam membimbing siswa saat mengerjakan latihan					√
5.	Kemampuan guru dalam menerapkan <i>collaborative writing</i>					√
6.	Peran guru dalam memotivasi siswa dalam diskusi kelompok					√
7.	Kemampuan guru dalam mengelola kelas			√		
8.	Penggunaan bahasa dan gerak				√	
9.	Kemampuan guru dalam berinteraksi dengan siswa				√	
10.	Kemampuan guru dalam menutup pelajaran				√	
Aktivitas Siswa						
1.	Perhatian siswa terhadap penjelasan guru					√
2.	Kemampuan siswa dalam melakukan usaha bersama untuk menyelesaikan tugas (<i>sharing responsibility</i>)				√	
3.	Tingkat partisipasi setiap siswa dalam berdiskusi/bekerja sama dalam kelompok (<i>mutual interaction</i>)		√			
4.	Peran siswa dalam memberikan pendapat/gagasan, pandangan, dan keahlian dalam diskusi kelompok (<i>sharing resources</i>)		√			
5.	Kemampuan siswa dalam menganalisis masalah/soal untuk mencari cara penyelesaian (<i>decision making</i>)				√	
6.	Kelancaran siswa dalam mengerjakan latihan					√
7.	Semangat siswa selama pembelajaran berlangsung				√	
8.	Keaktifan siswa selama pelajaran			√		
9.	Kesukaan siswa mengikuti pembelajaran <i>collaborative writing</i>				√	
10.	Kepedulian siswa dalam mengikuti pembelajaran <i>collaborative writing</i>				√	

Yogyakarta, 11 Mei 2011

Guru Bahasa Inggris

Kalbarinah, S. Pd

NIP. 19550429 197803 2 003

TABEL OBSERVASI SIKLUS II PERTEMUAN 1

Berilah penilaian Anda dengan memberi tanda cek (√) pada kolom yang sesuai!

	Aspek yang Diamati	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
Aktivitas Guru						
1.	Kemampuan guru dalam membuka pelajaran				√	
2.	Ketepatan dan kebenaran materi yang diajarkan					√
3.	Keruntutan penyampaian bahan ajar					√
4.	Kemampuan guru dalam membimbing siswa saat mengerjakan latihan					√
5.	Kemampuan guru dalam menerapkan <i>collaborative writing</i>					√
6.	Peran guru dalam memotivasi siswa dalam diskusi kelompok					√
7.	Kemampuan guru dalam mengelola kelas				√	
8.	Penggunaan bahasa dan gerak					√
9.	Kemampuan guru dalam berinteraksi dengan siswa					√
10.	Kemampuan guru dalam menutup pelajaran				√	
Aktivitas Siswa						
1.	Perhatian siswa terhadap penjelasan guru					√
2.	Kemampuan siswa dalam melakukan usaha bersama untuk menyelesaikan tugas (<i>sharing responsibility</i>)				√	
3.	Tingkat partisipasi setiap siswa dalam berdiskusi/bekerja sama dalam kelompok (<i>mutual interaction</i>)				√	
4.	Peran siswa dalam memberikan pendapat/gagasan, pandangan, dan keahlian dalam diskusi kelompok (<i>sharing resources</i>)			√		
5.	Kemampuan siswa dalam menganalisis masalah/soal untuk mencari cara penyelesaian (<i>decision making</i>)				√	
6.	Kelancaran siswa dalam mengerjakan latihan					√
7.	Semangat siswa selama pembelajaran berlangsung				√	
8.	Keaktifan siswa selama pelajaran					√
9.	Kesukaan siswa mengikuti pembelajaran <i>collaborative writing</i>				√	
10.	Kepedulian siswa dalam mengikuti pembelajaran <i>collaborative writing</i>				√	

Yogyakarta, 23 Mei 2011
Guru Bahasa Inggris

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

TABEL OBSERVASI SIKLUS II PERTEMUAN 2

Berilah penilaian Anda dengan memberi tanda cek (√) pada kolom yang sesuai!

No.	Aspek yang Diamati	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
Aktivitas Guru						
1.	Kemampuan guru dalam membuka pelajaran				√	
2.	Ketepatan dan kebenaran materi yang diajarkan					√
3.	Keruntutan penyampaian bahan ajar					√
4.	Kemampuan guru dalam membimbing siswa saat mengerjakan latihan					√
5.	Kemampuan guru dalam menerapkan <i>collaborative writing</i>					√
6.	Peran guru dalam memotivasi siswa dalam diskusi kelompok					√
7.	Kemampuan guru dalam mengelola kelas				√	
8.	Penggunaan bahasa dan gerak				√	
9.	Kemampuan guru dalam berinteraksi dengan siswa					√
10.	Kemampuan guru dalam menutup pelajaran				√	
Aktivitas Siswa						
1.	Perhatian siswa terhadap penjelasan guru					√
2.	Kemampuan siswa dalam melakukan usaha bersama untuk menyelesaikan tugas (<i>sharing responsibility</i>)				√	
3.	Tingkat partisipasi setiap siswa dalam berdiskusi/bekerja sama dalam kelompok (<i>mutual interaction</i>)				√	
4.	Peran siswa dalam memberikan pendapat/gagasan, pandangan, dan keahlian dalam diskusi kelompok (<i>sharing resources</i>)				√	
5.	Kemampuan siswa dalam menganalisis masalah/soal untuk mencari cara penyelesaian (<i>decision making</i>)				√	
6.	Kelancaran siswa dalam mengerjakan latihan					√
7.	Semangat siswa selama pembelajaran berlangsung				√	
8.	Keaktifan siswa selama pelajaran					√
9.	Kesukaan siswa mengikuti pembelajaran <i>collaborative writing</i>				√	
10.	Kepedulian siswa dalam mengikuti pembelajaran <i>collaborative writing</i>					√

Yogyakarta, 26 Mei 2011
Guru Bahasa Inggris

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

TABEL OBSERVASI SIKLUS II PERTEMUAN 3

Berilah penilaian Anda dengan memberi tanda cek (√) pada kolom yang sesuai!

	Aspek yang Diamati	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
Aktivitas Guru						
1.	Kemampuan guru dalam membuka pelajaran				√	
2.	Ketepatan dan kebenaran materi yang diajarkan					√
3.	Keruntutan penyampaian bahan ajar					√
4.	Kemampuan guru dalam membimbing siswa saat mengerjakan latihan					√
5.	Kemampuan guru dalam menerapkan <i>collaborative writing</i>					√
6.	Peran guru dalam memotivasi siswa dalam diskusi kelompok					√
7.	Kemampuan guru dalam mengelola kelas					√
8.	Penggunaan bahasa dan gerak				√	
9.	Kemampuan guru dalam berinteraksi dengan siswa					√
10.	Kemampuan guru dalam menutup pelajaran				√	
Aktivitas Siswa						
1.	Perhatian siswa terhadap penjelasan guru					√
2.	Kemampuan siswa dalam melakukan usaha bersama untuk menyelesaikan tugas (<i>sharing responsibility</i>)					√
3.	Tingkat partisipasi setiap siswa dalam berdiskusi/bekerja sama dalam kelompok (<i>mutual interaction</i>)					√
4.	Peran siswa dalam memberikan pendapat/gagasan, pandangan, dan keahlian dalam diskusi kelompok (<i>sharing resources</i>)				√	
5.	Kemampuan siswa dalam menganalisis masalah/soal untuk mencari cara penyelesaian (<i>decision making</i>)				√	
6.	Kelancaran siswa dalam mengerjakan latihan					√
7.	Semangat siswa selama pembelajaran berlangsung				√	
8.	Keaktifan siswa selama pelajaran				√	
9.	Kesukaan siswa mengikuti pembelajaran <i>collaborative writing</i>					√
10.	Kepedulian siswa dalam mengikuti pembelajaran <i>collaborative writing</i>					√

Yogyakarta, 30 Mei 2011
Guru Bahasa Inggris

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SIKLUS I
PERTEMUAN KE-1

Sekolah : SMP Negeri 2 Godean
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII / 2
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

A. Tujuan Pembelajaran: Pada akhir pembelajaran, siswa dapat menulis teks *descriptive* secara akurat, lancar dan berterima.

B. Indikator

- 1) Siswa dapat mengidentifikasi tujuan teks *descriptive*.
- 2) Siswa dapat mengidentifikasi *tense* dalam teks *descriptive*.
- 3) Siswa dapat menggunakan *tense* yang tepat dalam teks *descriptive*.

C. Materi Pembelajaran

My Diva

Agnes Monica is a famous pop singer. Most people know her. She certainly looks like an angel. She is tall, slim and beautiful. Her hair is black. She always wears fashionable clothes.

Agnes loves singing. She can sing quite well. She also likes acting.

Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity.

Her hobby is unique. She keeps a dog as a pet. However, she does not like cooking.

The function of descriptive text is to describe a particular person, place, or thing.

Descriptive text uses a present tense

- She is fourteen years old.
 Subject (singular) + is/am + ...
 Subject (plural) + are + ...
- She studies in a Junior High School in London.
 Subject (singular) + V1 s/es + ...
 Subject (plural) + V1 + ...

Words for describing people

Parts of the body	Types of hair	Marital status	Physical characteristics	Characters and personality	Abilities
Eyes	curly	married (to)	tall/short	a lot of fun	she can sing
hair	short	single	slim/fat	funny / serious	he can swim
mouth	long	divorced	pretty/ugly	friendly	he cannot play the guitar well
nose	straight	with two children	Handsome	nice	
ears	shoulder		Attractive	kind	
teeth	length	to be	good looking	smart	
skin	wavy	engaged	Cute	selfish	
legs		to have a	Gorgeous	shy/ noisy	
head		boyfriend	Strong	rude / polite	

Describe the picture below with your friend by answering the following questions.

Then, fill the table based on your answer.

1. What is his name?
2. Who is he?
3. Where does he come from?
4. How is his appearance?
5. How is his ability?
6. How is his personality?



Title	
Identification	
Description	

D. Metode Pembelajaran

PPP (Presentation, Practice, Production)

E. Langkah – Langkah Pembelajaran

No.	Kegiatan Pembelajaran	Waktu
1	Kegiatan Awal: a. Guru mengucapkan salam b. Guru menanyakan keadaan siswa c. Guru mengecek kehadiran siswa d. Guru melakukan apersepsi dan motivasi	10 menit
2	Kegiatan Inti: <i>Presentation</i> a. Guru memberikan contoh teks <i>descriptive</i> b. Guru memberikan pertanyaan tentang teks <i>descriptive</i> yang diberikan c. Guru menjelaskan fungsi dari teks <i>descriptive</i> d. Guru menjelaskan tentang <i>tense</i> yang digunakan dalam teks <i>descriptive</i> e. Guru menjelaskan tentang kosa-kata yang digunakan untuk mendeskripsikan sesuatu <i>Practice</i> a. Guru memberikan latihan kepada siswa b. Guru mendiskusikan latihan bersama siswa <i>Production</i> a. Guru meminta siswa untuk menulis sebuah teks <i>descriptive</i> berkolaborasi dengan teman b. Guru mengumpulkan pekerjaan siswa	60 menit
3	Kegiatan Akhir: a. Guru menyimpulkan pelajaran hari ini b. Guru memberikan <i>preview</i> untuk pertemuan berikutnya c. Guru menutup pelajaran dengan salam	10 menit

F. Alat / Bahan / Sumber Belajar

- Kumalarini, Th, dkk. (2008). *Contextual Teaching and Learning: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Students' worksheet
- Board marker

d. White board

G. Penilaian

Menggunakan rubrik penilaian yang diadopsi dari Skala Analitik Bailey (1984) dalam Brown (2004).

Guru Bahasa Inggris

Peneliti

Kalbarinah, S. Pd

NIP. 19550429 197803 2 003

Zuraida

NIM. 07202244067

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SIKLUS I
PERTEMUAN KE-2

Sekolah : SMP Negeri 2 Godean
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII / 2
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

A. Tujuan Pembelajaran: Pada akhir pembelajaran, siswa dapat menulis teks *descriptive* secara akurat, lancar dan berterima.

B. Indikator

- 1) Siswa dapat menggunakan *tense* yang tepat dalam teks *descriptive*.
- 2) Siswa dapat memberikan *feedback*.

C. Materi Pembelajaran

Students' drafts
 Peer feedback guidelines

D. Metode Pembelajaran

PPP (Presentation, Practice, Production)

E. Langkah – Langkah Pembelajaran

No.	Kegiatan Pembelajaran	Waktu
1	Kegiatan Awal: a. Guru mengucapkan salam b. Guru menanyakan keadaan siswa c. Guru mengecek kehadiran siswa	10 menit

No.	Kegiatan Pembelajaran	Waktu
2	Kegiatan Inti: a. Guru mereview materi <i>descriptive text</i> yang diajarkan pada pertemuan sebelumnya b. Guru membagi <i>draft</i> siswa c. Guru meminta siswa melanjutkan <i>draft</i> yang belum selesai pada pertemuan yang lalu secara berkelompok d. Guru mengumpulkan <i>draft</i> siswa e. Guru membagikan <i>draft</i> siswa secara acak f. Guru membagikan <i>peer feedback guidelines</i> g. Guru menerangkan cara memberikan <i>feedback</i> h. Siswa melakukan <i>peer feedback</i> i. Guru mengumpulkan pekerjaan siswa	60 menit
3	Kegiatan Akhir: a. Guru memberikan <i>preview</i> tentang pelajaran pertemuan berikutnya. b. Guru menutup pelajaran dengan salam	10 menit

F. Alat / Bahan / Sumber Belajar

- Kumalarini, Th, dkk. (2008). *Contextual Teaching and Learning: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Students' worksheet
- Peer feedback guidelines
- Board marker
- White board

G. Penilaian

Menggunakan rubrik penilaian yang diadopsi dari Skala Analitik Bailey (1984) dalam Brown (2004).

Guru Bahasa Inggris

Peneliti

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

Zuraida
NIM. 07202244067

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SIKLUS I
PERTEMUAN KE-3

Sekolah : SMP Negeri 2 Godean
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII / 2
 Alokasi Waktu : 1 x 40 menit (1x pertemuan)
 Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

A. Tujuan Pembelajaran: Pada akhir pembelajaran, siswa dapat menulis teks *descriptive* secara akurat, lancar dan berterima.

B. Indikator

- 1) Siswa dapat menggunakan *tense* yang tepat dalam teks *descriptive*.
- 2) Siswa dapat memperbaiki kesalahan pada *draft* sesuai dengan *peer feedback* yang diberikan.

C. Materi Pembelajaran

Students' drafts

D. Metode Pembelajaran

PPP (Presentation, Practice, Production)

E. Langkah – Langkah Pembelajaran

No.	Kegiatan Pembelajaran	Waktu
1	Kegiatan Awal: a. Guru mengucapkan salam b. Guru menanyakan keadaan siswa c. Guru mengecek kehadiran siswa	7 menit

No.	Kegiatan Pembelajaran	Waktu
2	Kegiatan Inti: a. Guru membagi <i>draft</i> siswa b. Guru menjelaskan proses <i>revision</i> c. Siswa melakukan <i>revision</i> d. Guru mengumpulkan pekerjaan siswa	30 menit
3	Kegiatan Akhir: Guru menutup pelajaran dengan salam	3 menit

F. Alat / Bahan / Sumber Belajar

- Kumalarini, Th, dkk. (2008). *Contextual Teaching and Learning: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Students' worksheet
- Board marker
- White board

G. Penilaian

Menggunakan rubrik penilaian yang diadopsi dari Skala Analitik Bailey (1984) dalam Brown (2004).

Guru Bahasa Inggris

Peneliti

Kalbarinah, S. Pd

NIP. 19550429 197803 2 003

Zuraida

NIM. 07202244067

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SIKLUS II
PERTEMUAN KE-1

Sekolah : SMP Negeri 2 Godean
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Alokasi Waktu : 2 x 40 menit (1x pertemuan)
Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

A. Tujuan Pembelajaran: Pada akhir pembelajaran, siswa dapat menulis teks *descriptive* secara akurat, lancar dan berterima.

B. Indikator

- 1) Siswa dapat mengidentifikasi tujuan teks *descriptive*.
- 2) Siswa dapat mengidentifikasi *tense* dalam teks *descriptive*.
- 3) Siswa dapat menggunakan *tense* yang tepat dalam teks *descriptive*.

C. Materi Pembelajaran

Read and study a text describing a cat below.

My Bombi

Bombi is my black cat. This cat is always playful. It likes playing with anything. It sometimes plays with me. It likes playing with a ball very much. It is very clever. It is sometimes very naughty.

My Bombi is small but fat. It has soft fur. The fur is black. Bombi has a long tail. Its eyes are round. It looks cute. It is always near me.

→ identification
} descriptions

Study the following explanation carefully.

Bombi	is	my black cat	<i>Kalau subyeknya he, she, it pasangannya is.</i>
it	is	Clever	
he	is	Clever	
she	is	Clever	
you	are	Clever	<i>Kalau subyeknya you, we, they, pasangannya are.</i>
we	are	Clever	
they	are	Clever	
I	am	Clever	<i>Kalau subyeknya I, pasangannya am.</i>

it	likes	playing with anything	<i>Kalau subyeknya he, she, it, kata kerjanya ditambah s/es</i>
he	likes	playing with anything	
she	likes	playing with anything	
you	like	playing with anything	<i>Kalau subyeknya I, we, you, they, kata kerjanya TIDAK ditambah s/es.</i>
we	like	playing with anything	
they	like	playing with anything	
I	like	playing with anything	

Rewrite the following text and correct the wrong parts.

My Dog, Brownie

I has a pet. it is a dog. I calls it brownie.

Brownie are a chinese breed It are small, fluffy and cute. it has thick brown fur. The fur feel soft.

Brownie do not like bones. everyday it eat soft food like steamed rice fish or bread. Every morning I give her milk and bread.

when I am at school brownie play with my cat They get along well, and never fight maybe because Brownie do not bark a lot. it treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Animal Body Parts

Here are some words for talking about animal body parts. Can you think of any animals that have these body parts?



leopard

Spots



Stripes



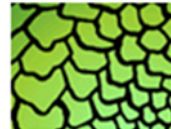
Wings



Fins



Fur



Scales



Gills



Claws



Hooves



Paws



Tentacles



Horns



Antlers



Tusks



Shell

D. Metode Pembelajaran

PPP (Presentation, Practice, Production)

E. Langkah – Langkah Pembelajaran

No.	Kegiatan Pembelajaran	Waktu
1	Kegiatan Awal: a. Guru mengucapkan salam b. Guru menanyakan keadaan siswa c. Guru mengecek kehadiran siswa d. Guru melakukan apersepsi dan motivasi	7 menit
2	Kegiatan Inti: <i>Presentation</i> a. Siswa membentuk kelompok b. Guru memberikan contoh teks <i>descriptive</i> . c. Siswa mendiskusikan teks <i>descriptive</i> dalam kelompok d. Guru memberikan pertanyaan tentang teks <i>descriptive</i> yang diberikan e. Guru menjelaskan tentang <i>tense</i> yang digunakan dalam teks <i>descriptive</i> . <i>Practice</i> a. Guru memberikan latihan <i>tense</i> kepada siswa b. Guru memberikan latihan kosa-kata kepada siswa <i>Production</i> a. Guru meminta siswa untuk menulis sebuah teks <i>descriptive</i> berkolaborasi dengan teman b. Guru mengumpulkan pekerjaan siswa	70 menit
3	Kegiatan Akhir: d. Guru memberikan <i>preview</i> untuk pertemuan berikutnya e. Guru menutup pelajaran dengan salam	3 menit

F. Alat / Bahan / Sumber Belajar

- Kumalarini, Th, dkk. (2008). *Contextual Teaching and Learning: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- www.bogglesworldesl.com
- Students' worksheet

d. Board marker

e. White board

G. Penilaian

Menggunakan rubrik penilaian yang diadopsi dari Skala Analitik Bailey (1984) dalam Brown (2004).

Guru Bahasa Inggris

Peneliti

Kalbarinah, S. Pd

NIP. 19550429 197803 2 003

Zuraida

NIM. 07202244067

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SIKLUS II
PERTEMUAN KE-2

Sekolah : SMP Negeri 2 Godean
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII / 2
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)
 Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

A. Tujuan Pembelajaran: Pada akhir pembelajaran, siswa dapat menulis teks *descriptive* secara akurat, lancar dan berterima.

B. Indikator

- 1) Siswa dapat mengidentifikasi *tense* dalam teks *descriptive*.
- 2) Siswa dapat menggunakan *tense* yang tepat dalam teks *descriptive*.
- 3) Siswa dapat mengidentifikasi bagian-bagian dalam teks *descriptive*.
- 4) Siswa dapat menggunakan tanda baca yang benar.

C. Materi Pembelajaran

The students' drafts

D. Metode Pembelajaran

PPP (Presentation, Practice, Production)

E. Langkah – Langkah Pembelajaran

No.	Kegiatan Pembelajaran	Waktu
1	Kegiatan Awal: a. Guru mengucapkan salam b. Guru menanyakan keadaan siswa c. Guru mengecek kehadiran siswa	10 menit

No	Kegiatan Pembelajaran	Waktu
2	Kegiatan Inti: a. Siswa duduk berkelompok b. Guru mereview materi yang diajarkan pada pertemuan sebelumnya c. Guru memberikan beberapa pertanyaan tentang <i>present tense</i> secara berkelompok d. Guru membagi <i>draft</i> siswa e. Guru meminta siswa melanjutkan <i>draft</i> yang belum selesai pada pertemuan yang lalu secara berkelompok. f. Guru mengumpulkan <i>draft</i> siswa	60 menit
3	Kegiatan Akhir: a. Guru memberikan <i>preview</i> tentang pelajaran pertemuan berikutnya b. Guru menutup pelajaran dengan salam	10 menit

F. Alat / Bahan / Sumber Belajar

- Kumalarini, Th, dkk. (2008). *Contextual Teaching and Learning: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Students' worksheet
- Board marker
- White board

G. Penilaian

Menggunakan rubrik penilaian yang diadopsi dari Skala Analitik Bailey (1984) dalam Brown (2004).

Guru Bahasa Inggris

Peneliti

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

Zuraida
NIM. 07202244067

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SIKLUS II
PERTEMUAN KE-3

Sekolah : SMP Negeri 2 Godean
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Alokasi Waktu : 2 x 40 menit (1x pertemuan)
Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

A. Tujuan Pembelajaran: Pada akhir pembelajaran, siswa dapat menulis teks *descriptive* secara akurat, lancar dan berterima.

B. Indikator

- 1) Siswa dapat menggunakan *tense* yang tepat dalam teks *descriptive*.
- 2) Siswa dapat memberikan *feedback*.
- 3) Siswa dapat memperbaiki kesalahan pada *draft* sesuai dengan *peer feedback* yang diberikan.

C. Materi Pembelajaran

Students' drafts

Peer feedback guidelines

D. Metode Pembelajaran

PPP (Presentation, Practice, Production)

E. Langkah – Langkah Pembelajaran

No.	Kegiatan Pembelajaran	Waktu
1	Kegiatan Awal: <ol style="list-style-type: none"> a. Guru mengucapkan salam b. Guru menanyakan keadaan siswa c. Guru mengecek kehadiran siswa 	10 menit

No	Kegiatan Pembelajaran	Waktu
2	Kegiatan Inti: a. Siswa duduk berkelompok b. Guru membagikan <i>draft</i> siswa secara acak c. Guru membagikan <i>peer feedback guidelines</i> d. Siswa melakukan <i>peer feedback</i> e. Guru mengumpulkan pekerjaan siswa f. Siswa melakukan <i>revision</i> g. Guru mengumpulkan pekerjaan siswa	65 menit
3	Kegiatan Akhir: Guru menutup pelajaran dengan salam	5 menit

F. Alat / Bahan / Sumber Belajar

- Kumalarini, Th, dkk. (2008). *Contextual Teaching and Learning: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Students' worksheet
- Peer feedback guidelines
- Board marker
- White board

G. Penilaian

Menggunakan rubrik penilaian yang diadopsi dari Skala Analitik Bailey (1984) dalam Brown (2004).

Guru Bahasa Inggris

Peneliti

Kalbarinah, S. Pd
NIP. 19550429 197803 2 003

Zuraida
NIM. 07202244067

A Writing Rubric Adopted from Brown and Bailey's analytic Scale (1984) in Brown (2004)

	Scale	Criteria
Organization: Introduction, Body, and Conclusion	20 – 18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17 – 15 Good to Adequate	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused
	14 – 12 Adequate to Fair	Mediocre or scant introduction or conclusion; problems with the order of ideas in the body; the generalizations may be fully supported by the evidence given; problems of organization interfere
	11 – 6 Unaccepta ble to Not college	Shaky or minimally recognizable introduction; organization can barely be seen, severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5 – 1 Not college to Level work	Absence of introduction or conclusion, no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organization the composition (could not be outlined by readers)
Logical development of ideas: content	20 – 18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17 – 15 Good to Adequate	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present
	14 – 12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	11 – 6 Unaccepta ble to Not college	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5 – 1 Not college to level work	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

(continued)

(continued)

	Scale	Criteria
Grammar	20 – 18 Excellent to Good	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	17 – 15 Good to Adequate	Advanced proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragments or run-on sentences
	14 – 12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; fragments or run-on sentences present
	11 – 6 Unaccepta ble to Not college	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5 – 1 Not college to level work	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say ; unintelligible sentence structure
Punctuation, spelling, and mechanics	20 – 18 Excellent to Good	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended punctuation and spelling; very neat
	17 – 15 Good to Adequate	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14 – 12 Adequate to Fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11 – 6 Unaccepta ble to Not college	Serious problems with format of paper, parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers
	5 – 1 Not college to Level work	Complete disregard for English writing conventions; paper illegible, obvious capitals missing, no margins severe spelling problems
Style and quality of expression	20 – 18 Excellent to Good	Precise vocabulary usage; use of parallel structures; concise; register good
	17 – 15 Good to Adequate	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise

(continued)

(continued)

	Scale	Criteria
	14 – 12 Adequate to Fair	Some vocabulary misused lacks awareness of register; may be too wordy
	11 – 6 Unaccepta ble to Not college	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5 – 1 Not college to Level work	Inappropriate use vocabulary; no concept of register or sentence variety

Appendix 6

PEER FEEDBACK GUIDELINES


Bacalah teks descriptive dengan seksama. Kemudian, periksa teks tersebut sesuai dengan panduan dibawah ini.

- ✓ Apakah teks tersebut memiliki judul?
- ✓ Apakah setiap paragraf dalam tersebut menjorok kedalam?
- ✓ Apakah teks tersebut memiliki identification dan description?
- ✓ Apakah teks tersebut menggunakan present tense?
Ingat, mana yang harus ditambah S/ ES, mana yang to be nya IS, AM, atau ARE.
- ✓ Apakah teks tersebut menggunakan huruf besar pada setiap awal kalimat?
- ✓ Apakah teks tersebut menggunakan tanda baca yang benar?
- ✓ Apakah ada kesalahan tata bahasa?
- ✓ Tuliskan komentar terhadap tulisan yang kamu periksa:
Bagaimana pendapat kamu tentang tulisan tersebut? Apakah mudah dipahami? Apakah masuk akal?

Appendix 7
Students' Feedback

Name: - Ella Septyaningrum (16)
 - Lya Paktika (21)
 - Silvia Aryuni (18)
 - Tika Andewi (32)

Kelas: 7 Che

Draft 

My Teacher Favorite

a. Mrs. Siti Murjanah is My teacher Favorite.

She is drawing teacher in my school. She teaches in my Class every Saturday.

She is tall, slim, slanted eyes long nose, white skin, straight hair. → *keperempuan*

She is a lot of fun, funny, friendly, kind, smart and beautiful girl. She also young, many students like her, although she has recently taught at our school when she taught, always a smile that radiated from her face. She is a good teacher, because if we do in class are allowed to eat and drink, provided that work is completed on time.

→ Only just, she told us to make crafts out of clay, and if the result is not good, she was not angry with us. We are all very happy to have a teacher like Mrs. Siti. Thank you for

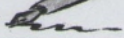
Thank you for your sacrifice

bagus, tapi masih perlu perbaikan present tensenya.

Name: Anggita Dian Wulandari (06)

Dewi Hamastuti (12)

Sri Wahyuning Tyas (29)

Draft 

Our Headmaster *

Mr. Haryanto is our headmaster. He is from Bojem. Before he becomes our headmaster, he becomes headmaster of SMP 2 Moyudan.

Mr. Haryanto is tall and fat. He has short straight hair with grey hair. He has pointed nose. He also has slanted eyes. He also has brown skin.

Mr. Haryanto has two cars. He always comes to school with his car. Beside Mr. Haryanto is a headmaster he also a teacher. He teach Pkn. He is a good teacher. But he is not teach our class, He teach in eight class.

Mr. Haryanto has good personality. He is polite with everybody. He is kind. He also loves environment. He likes plant plants.

Komentar:

Sudah Bagus!!!!
Tapi Kurang Teliti

Name:

Draft Yongki Ariwibowo

✓ Yongki Ariwibowo is a football player in Indonesia. He ~~X~~ plays in Arema Indonesia club football. He was born in Tulungagung, November 23 1989. He has a tall body. His face is handsome, good looking, sweet. His skin is brown. He has short hair. His legs view long.

He has a character like a children. He is childish with his mother. He ~~X~~ plays as striker. He often be a Captain. Sometime, he is stupid ~~X~~ Because ~~isometime~~ he can't make a goal. But, he is smart too. Cause he can make a goal too. I love him so, He player Timnas Too. He has a number twenty one. He is so sweet so many girls like him. Any where, any time I always like him forever.

Tulisan ini sudah bagus, hanya beberapa kata saja yg salah dan perlu diperbaiki lagi, mudah dipahami dan masuk akal.

Kelompok = Adhella Anggra (2)
 = Umi kumalasari (33)
 = Viviani betty (3a)

Appendix 8
Students' Writing
(Pre Actions)

NAME: SYAMSU RIZAL
 Kelas: 7C
 No: 20
 PJ: B Inggris

MY PET

I have a Pet mouse. My Brother gave it to me for my birthday. I named my pet white because of his black fur, White has round red eyes. He likes cheese. It is fun to watch him nibble at his food. White lives in a small cage - under our porch. Some times I take him out of the cage. He likes to hop all over the place, once he hopped over to the neighbour's house.

My Pet

No : 01
Kelas : 7C

I have a pet dog. My Father gave it to me for my birthday. I named my pet Blacky because of his black fur. Blacky has round black eyes. He likes ~~to~~ rice and ciken. It is fun to watch him nibble at his food. Blacky lives in a big cage under our porch. sometimes. I take him out of the cage. He like to hop all over the place. Once he hopped over to the nigh baur's house.

name : Silvia Aryuni. w.
 No : 28
 class : VII C

No. _____
 Date: _____

my friend


☐ I have my friend, she name is Aini, she is my best
☐ friend, we always play everyday, after study.
☐ I am very happy because, she always entertain me
☐ she has curly hair, slanted eyes, round face, brown
☐ skin, long nose, fat body, and she is beautiful girl. she is
☐ very clever, because she always study diligent, because
☐ clever, any body ~~are~~ like to her.
☐ she always accompany me, when me happy or when
☐ me sad, we ever make a cake together in the my house, and
☐ she ever give me a ice cream, and she ever give me
☐ a diary book, and I am very happy.
☐ when me play to her house, I am very happy,
☐ because her parents very friendly.
☐ we are playing barbie in her house, I am very happy
☐ have she friend. have she friend.
☐

Appendix 9
Students' Writing
(Cycle I)

Names: Amilia Ayu Pratiwi (04)

Asri Indriyani (09)

Yeni Arista (36)

Final Version 

My My Idol

Nikita willy is my idol. She is a singer and ^{act} artist. She is from Jakarta. She is seventeen years old. She studies in a Senior High School in Jakarta.


She is slim. She is cute. She is short. Her hair is long, wavy, and blonde. She has pretty blue eyes. She is beautiful. She has pointed nose. She has white skin.

When she makes a film, she goes ^{to} the film studio and works there. She usually studies there. She always takes her books. Nikita is a celebrity, but she has a very normal life.

She can sing. His songs are "Kuuuuu" "Tetap Menanti", ect. Her acting is very good.

She has a good personality. She is kind. She is also smart, calm, diligent, nice, friendly

Name: = ANDRI KURNIAWAN PUTRA
 = TAUFIQ ANDI WIBOWO
 = ISA SETIAWAN
 = ARDIAN YOGA PRATAMA

Final Version 

My Friend.

Sigit Herianto is my friend. He is a student in a junior high school in Godean. He is ¹⁷thirteen years old.


He is slim and tall. He has straight black hair and black eyes.

He likes kinds of sports. He plays soccer ~~by~~ ~~all~~ ~~at~~ twice a week. He also enjoys playing computer.

He has bad personality. He is very rude and very stupid. In his house, he ^{also} keeps chickens and monkey.

He uses glasses so he ^{also} resemble Harry Potter. He likes ^{to} eat ^{sp} fried rice. He ^{also} never ~~do~~ home works.

Name: Plogita Dian Wulandari (06)
 Dewi Hamastuti (12)
 Sri Wahyuning Tyas (29)

Final Version 

Our Headmaster

Mr. Haryanto is our headmaster. He is from Bogor. Before he becomes our headmaster, he becomes headmaster of SMP 2 Mayudari.


Mr. Haryanto is tall and fat. He has short straight hair with gray hair. He has pointed nose. He also has slanted eyes. He also has brown skin.

Mr. Haryanto has two cars. He always comes to school with his car. Besides Mr. Haryanto is a headmaster. he also a teacher. He teaches PIR. He is a good teacher. But he is not teaches our class, He teaches in eight class.

Mr. Haryanto has good personality. He is polite with everybody. He is kind. He also loves environment. He likes plant plants.

Appendix 10
Students' Writing
(Cycle II)

Names: I. Andri Kurniawan Putra
 II. Isa Setyawan
 III. Taustig Andi Wibowo
 IV. Andrian Yoga .P.

Final Version 

ALLIGATOR

when I go to ^{act} zoo, I watch a baby alligator.

It is very wild I'm very scary with it. But ^{SV} it's still baby it's not wild, But I must be careful.


It has sharp teeth and ^{wt} much. It has black skin, because it likes submerged ^{wp} in mud. It has scary eyes and makes me ^{wp} scary with it.

It likes ^{wt} ~~eat~~ fresh chickens. It has rough skin, also it has a long tail.

The young alligator can produce many eggs. The baby alligator is very [?] worn-out.

It has ^{act} tail for defend ^{wt} its life, also it has sharp teeth for eating its prey.

Names: Amilia Ayu Pratiwi (09)
 Astri Indriyani (09)
 Yeni Arista (36)

Final Version 

My Horse

I named my pet Prabu because my pet is strong. It is big. The foot is long and tall. Her hair is long and straight.

It likes to run in yard. It is very clever because possible to produce money so much.


The fur is brown. It is soft and beautiful. Its eyes are black and round. I am very pleasure with my horse. It likes to eat green grass and straw.

Every morning, I and Prabu always walking. It can bring me.

When I go for a walk, he always wears on spectacles and horse shoes. its sound kethuplak
 kethuplak kethuplak

When I ride it, it runs very quickly. So that he drops me. sometimes I cry and regretful with Prabu. Every Sunday, I always to bathe my horse.

HAZIS.T
 Arif Rahmad h
 Names - ROIKHAN UQA H.

Final Version 

My chicken

I have a chicken. I buy in ^{part} Godean market. The
 fur is ~~is~~ black and orange. My chicken likes to
 eat rice and katel. My chicken likes to ~~grow~~. I name
 my chicken Jago. My chicken ~~lives~~ in my garden.
 my chicken likes to ~~play~~. Jago is a smart
 chicken. Jago has a long ~~claw~~. Jago is tall and fat. And
 Jago has a long tail. Every time I give ~~food~~ Food for Jago.
 Jago has round black eyes. Sometimes I take it to
 in the river behind my house. Jago likes to drink water
 in the river. But Jago ~~can't~~ swimming in the river because
 the current is very quick. But I help ^{for} Jago to
 cross the river. I very love Jago.

Appendix 11

STUDENTS' WRITING SCORE BEFORE THE ACTIONS

Students	Aspects															Total			
	Organization			Content			Grammar			Mechanics			Style						
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A				
S1	6	6	6	6	6	6	5	6	5.5	5	6	5.5	6	6	6	29			
S2	17	18	17.5	15	15	15	11	12	11.5	11	13	12	14	14	14	70			
S3	7	6	6.5	7	6	6.5	5	5	5	5	6	5.5	6	6	6	29.5			
S4	12	12	12	12	12	12	12	12	12	12	12	12	11	11	11	59			
S5	6	6	6	7	6	6.5	6	5	5.5	5	5	5	6	6	6	29			
S6	10	10	10	10	9	9.5	9	7	8	10	9	9.5	11	11	11	48			
S7	6	6	6	6	7	6.5	5	5	5	5	5	5	5	6	5.5	28			
S8	10	10	10	8	7	7.5	6	5	5.5	5	5	5	5	5	5	33			
S9	15	16	15.5	16	15	15.5	15	14	14.5	14	14	14	15	14	14.5	74			
S10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
S11	6	6	6	6	6	6	6	6	6	5	5	5	6	6	6	29			
S12	11	12	11.5	12	12	12	12	12	12	12	12	12	12	12	12	59.5			
S13	11	12	11.5	12	12	12	11	12	11.5	12	12	12	11	11	11	58			
S14	6	6	6	6	6	6	5	5	5	6	5	5.5	6	6	6	28.5			
S15	11	11	11	12	11	11.5	12	11	11.5	12	12	12	12	11	11.5	57.5			
S16	14	14	14	14	14	14	12	12	12	13	12	12.5	12	12	12	64.5			
S17	6	6	6	6	6	6	5	6	5.5	5	5	5	6	5	5.5	28			
S18	7	7	7	9	9	9	6	6	6	7	8	7.5	5	6	5.5	35			
S19	6	6	6	6	6	6	6	6	6	5	5	5	6	5	5.5	28.5			
S20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
S21	16	16	16	15	15	15	15	14	14.5	15	15	15	16	15	15.5	76			
S22	6	6	6	6	6	6	6	6	6	5	6	5.5	6	6	6	29.5			
S23	6	6	6	6	6	6	5	6	5.5	5	5	5	5	5	5	27.5			
S24	18	18	18	17	17	17	17	16	16.5	16	16	16	16	16	16	83.5			
S25	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	30			
S26	10	10	10	12	12	12	9	8	8.5	11	12	11.5	10	9	9.5	51.5			
S27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
S28	18	18	18	18	17	17.5	14	15	14.5	13	14	13.5	16	16	16	79.5			
S29	10	10	10	10	9	9.5	8	7	7.5	8	5	6.5	11	10	10.5	44			
S30	6	6	6	6	6	6	6	6	6	5	5	5	5	6	5.5	28.5			
S31	6	6	6	8	7	7.5	7	6	6.5	5	7	6	6	7	6.5	32.5			
S32	15	15	15	16	15	15.5	13	13	13	6	11	8.5	11	11	11	63			
S33	17	17	17	14	15	14.5	12	12	12	16	15	15.5	14	14	14	73			
S34	18	18	18	18	18	18	17	16	16.5	16	16	16	17	16	16.5	85			
S35	14	14	14	10	10	10	10	11	10.5	10	10	10	11	10	10.5	55			
S36	15	16	15.5	14	14	14	16	15	15.5	15	16	15.5	15	16	15.5	76			
Total			350				342				307				305.5			318	1623
Mean			10.6				10.4				9.3				9.258			9.64	49.2

Appendix 12

STUDENTS' WRITING SCORES IN CYCLE 1

Groups	Aspects															Total
	Organization			Content			Grammar			Mechanics			Style			
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
Group 1	12	11	11.5	6	9	7.5	15	13	14	12	12	12	12	12	12	57
Group 2	17	16	16.5	15	14	14.5	12	12	12	14	13	13.5	14	14	14	70.5
Group 3	14	16	15	15	14	14.5	12	14	13	15	15	15	15	13	14	71.5
Group 4	12	10	11	6	8	7	12	11	11.5	12	13	12.5	11	11	11	53
Group 5	12	13	12.5	14	11	12.5	10	10	10	14	14	14	11	10	10.5	59.5
Group 6	17	17	17	18	17	17.5	17	17	17	18	18	18	18	18	18	87.5
Group 7	16	17	16.5	15	15	15	16	17	16.5	17	16	16.5	17	18	17.5	82
Group 8	15	16	15.5	15	12	13.5	15	14	14.5	17	17	17	17	18	17.5	78
Group 9	17	16	16.5	14	14	14	13	15	14	18	18	18	16	17	16.5	79
Group 10	17	17	17	17	17	17	14	15	14.5	16	17	16.5	17	18	17.5	82.5
Group 11	12	11	11.5	6	10	8	11	11	11	12	12	12	12	10	11	53.5
Total			160.5			141			148			165			159.5	774
Mean			14.59			12.82			13.45			15			14.5	70.36

Appendix 13

STUDENTS' WRITING SCORES IN CYCLE 2

Groups	Aspects															Total
	Organization			Content			Grammar			Mechanics			Style			
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
Group 1	15	15	15	14	14	14	15	14	14.5	15	17	16	14	13	13.5	73
Group 2	18	17	17.5	18	17	17.5	17	17	17	17	17	17	17	16	16.5	85.5
Group 3	18	15	16.5	16	15	15.5	17	17	17	18	18	18	18	18	18	85
Group 4	14	15	14.5	10	15	12.5	14	16	15	12	14	13	11	15	13	68
Group 5	14	15	14.5	15	14	14.5	11	10	10.5	14	14	14	11	10	10.5	64
Group 6	15	16	15.5	17	17	17	16	16	16	18	17	17.5	18	16	17	83
Group 7	16	17	16.5	15	17	16	17	16	16.5	17	16	16.5	17	16	16.5	82
Group 8	17	18	17.5	18	17	17.5	16	16	16	17	15	16	17	16	16.5	83.5
Group 9	18	18	18	15	18	16.5	17	17	17	18	18	18	18	17	17.5	87
Group 10	18	17	17.5	17	17	17	17	18	17.5	18	17	17.5	17	18	17.5	87
Total			163			158			157			163.5			156.5	798
Mean			16.3			15.8			15.7			16.35			15.65	79.8

Appendix 14

**DAFTAR HADIR SISWA
TAHUN PELAJARAN 2010/2011**

Kelas : 7C
Wali Kelas : Sumantri

Mata Pelajaran : Bahasa Inggris
Semester : Genap

Nomor		Nama	Tanggal Tatap Muka										
Urut	Induk		5 Mei	9 Mei	11 Mei	23 Mei	26 Mei	30 Mei					
1	5899	Abdullah Joko Ritwanto	.	.	.	.	.	.
2	5900	Adhella Rizma Puri A.	.	.	.	.	.	.
3	5901	Aji Nurcholiq	.	.	.	.	.	.
4	5902	Amalia Ayu Pratiwi	.	.	.	.	.	.
5	5903	Andri Kurniawan Putra	.	.	.	.	.	.
6	5904	Anggita Dian Wulandari	.	.	.	.	.	.
7	5905	Ardian Yoga Pratama	.	.	.	.	.	.
8	5906	Arif Rahmad Kurniawan	.	.	.	.	.	.
9	5907	Asri Indriyani	.	.	.	.	.	.
10	5908	Ayu Fitri Lestari	.	.	.	.	.	.
11	5909	Danang Dwi Prasetya	.	.	.	.	.	.
12	5910	Dewi Hamastuti	.	.	.	.	.	.
13	5911	Dhena Kumalasari	.	.	.	.	.	.
14	5912	Dhio Angga Fernado	.	.	.	A	.	.					
15	5913	Dicky Wahyo Pradana	.	.	.	.	.	.
16	5914	Ella Septyaningrum	.	.	.	.	.	.
17	5915	Harits Tri Pamungkas	.	.	.	.	.	.
18	5916	Isa Setyawan	.	.	.	.	.	.
19	5917	Ivan Valerian Dwi A	.	.	.	S	.	.					
20	5918	Linda Kusuma Ningrum	.	.	.	.	.	.
21	5919	Lya Rastika	.	.	.	.	.	.
22	5920	Muhamad Faizun	.	.	.	.	.	.
23	5921	Muhammad Lathif	.	.	.	.	.	.
24	5922	Ria Argatha	.	.	.	.	.	.
25	5923	Roikhan Ulya Hamidan	.	.	.	.	.	.
26	5924	Septiawan Nurrahman	.	.	.	.	.	.
27	5925	Sigit Herianto	.	.	.	.	.	.
28	5926	Silvia Aryuni W.	.	.	.	.	.	.
29	5927	Sri Wahyuning Tyas	.	.	.	.	.	.
30	5928	Syamsurizal	.	.	.	.	.	.
31	5929	Taufiq Andi Wibowo	.	.	.	.	.	.
32	5930	Tika Andewi	.	.	.	.	.	.
33	5931	Umi Kumalasari	.	.	.	.	.	.
34	5932	Viviani Bethy Teriana S	.	.	.	.	.	.
35	5933	Wibowo	.	.	.	.	.	.
36	5934	Yeni Arista	.	.	.	.	.	.

Appendix 15

PHOTOGRAPS

**Picture 1**

The researcher explained the materials.

**Picture 2**

Students listened to the researcher's explanation thoroughly.

**Picture 3**

The students discussed seriously with their friends in the process of drafting.

**Picture 4**

The students discuss seriously with their friends in giving feedback.



Picture 5

The students had a serious discussion in the process of revision.



Picture 6

The students sitting in the back row who are usually passive participate in the group discussion.



Picture 7

The students answered the questions enthusiastically.



Picture 8

Students had a serious discussion in a group.



Picture 9

Students consulted the dictionary when they had difficult words.

Appendix 16
Permission Letters



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI
 Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.tbs.uny.ac.id/>

 FRM/FBS/33-01
 10 Jan 2011

Nomor : 883/H.34.12/PP/IV/2011

Lampiran : --

25 April 2011

Hal : Permohonan Izin Survey/Observasi/Penelitian*)

 Kepada Yth.
 Bupati KDH Tk. II Kabupaten Sleman
 Jl. Ka. Bappeda Kabupaten Sleman
 Sleman

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

'Improving Students' Writing Ability by Using Collaborative Writing at SMP Negeri 2 Godean

Mahasiswa dimaksud adalah :

Nama : ZURAIDA
 NIM : 07202244067
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Tanggal Pelaksanaan : Bulan April s.d. Juni 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
 Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
 NIP 19540120 197903 1 002



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Alamat : Jl. Parasmya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda / 1197 / 2011

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

- Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata. Prakte Kerja Lapangan dan Penelitian.
Menunjuk : Surat dari. an. Dekan, Pembantu Dekan I Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor: 883/H 34.12/PP/IV/2011 Tanggal: 25 April 2011. Hal: Permohonan Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : ZURAIDA
No. Mhs/NIM/NIP/NIK : 07202244067
Program/Tingkat : S1
Instansi/Perguruan Tinggi : UNY.
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Jl. Raya Wonopringgo 01 Gondang, Wonopringgo, Pckalongan
No. Telp/HP : 085642500646
Untuk : Melakukan Penelitian dengan judul :
"IMPROVING STUDENTS' WRITING ABILITY BY USING COLLABORATIVE WRITING AT SMP NEGERI 2 GODEAN"
Lokasi : Kab. Sleman
Waktu : Selama 3 (tiga) bulan mulai tanggal : 27 April 2011 s/d 27 Juli 2011.

Dengan ketentuan sebagai berikut:

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Lurah Desa) atau Kepala Instansi untuk menepitunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan me Kepala Bappeda
4. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan se berakhirnya penelitian.

Dikeluarkan di : Sleman
Pada Tanggal : 27 April 2011.

Tembusan Kepada Yth:

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikar. Pemuda & OR Kab. Sleman
4. Ka. Bid Sosbud Bappeda Kab. Sleman
5. Camat Kec. Godean
6. Ka. SMP N 2 Godean
7. Dekan Fak. Bahasa & Seni-UNY
8. Pertinggal

A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi
u.b.

Ka. Sub Bid. Litbang

SRI NURHIDAYAH, S.Si, MT
Penata Tk. I, III/d
NIP. 19670703 199603 2 002

